

EELISA

European University

EELISA Diversity policies and practices

Mapping EELISA partners practices regarding diversity, with a special focus on diversity among academic staff and researchers and collection of good practices

Date: September 2023



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

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

Alliance members



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Content

EELISA InnoCORE Partners	2
1 Introduction	5
2 Methodology	5
3 How EELISA institutions are dealing with diversity.....	8
3.1 Dimensions of diversity.....	8
3.2 Data	10
3.3 Approach and institutional structures	13
3.4 Measures and good practices	16
3.5 Success and barriers.....	23
3.6 External support	25
4 Findings and conclusions	26
5 Researchers committed with diversity: good practices gathered via the call of the I EELISA Diversity Award	27
6 Annexes.....	39
6.1 Template of the survey: Mapping EELISA partners practices regarding diversity, with a special focus on diversity among academic staff and researchers and collection of good practices	39



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Table of figures

Figure 1: Level at which EDI is addressed.....	13
Figure 2: Actors involved in implementing the institution’s activities on EDI.....	14
Figure 3: Drivers and reasons for institutional engagement	15
Figure 4: Measures taken by EELISA partner to address equity, diversity and inclusion	16
Figure 5: Top three success factors for institutional strategies	23
Figure 6: Main barriers to diversity, equity & inclusion at institutional level	24
Figure 7: External support received to develop and implement strategies and activities	25

Table of tables

Table 1: Dimensions of diversity addressed by EELISA partners.....	8
Table 2: Data collected at institutional level.....	11
Table 3: Use of quantitative targets according to diversity dimensions	12
Table 4: Usage of data collected	12
Table 5: Measures taken by EELISA partner to address equity, diversity and inclusion	17



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

1 Introduction

During its first two years of implementation, EELISA InnoCORE has paid major attention to the concept of gender equality, having produced its EELISA Gender Equality Plan, having collected sex-disaggregated data and having implemented a whole array of initiatives towards the promotion of gender equality and the presence and role of women in STEM careers (science, technology, engineering, and math). However, gender equality makes part of a broader concept usually known by the acronym of EDI (diversity, equity and inclusion). The European Commission’s Communication on a European strategy for universities talks about “diversity, inclusiveness and gender equality”¹.

Under EELISA InnoCORE, EDI is addressed under task 1.8 “Evaluating/awarding diversity”, which reads “considering the different impact of the actions, **regarding diversity and gender balance we will set-up specific actions to recognize (award/regard) those researchers or innovators that are particularly committed with diversity and gender balance**”. This report, the survey run to produce it as well as the I EELISA Diversity Award are meant to address the broader concept of EDI, putting the focus on the other dimensions of diversity and inclusiveness beyond gender equality.

To do this, following the rationale of the work performed under the Alliance, the first action taken by EELISA InnoCORE has been

- 1) getting to know each other better by mapping what EELISA partners are doing in terms of EDI, and
- 2) putting in place joint actions, in this case, by launching the I EELISA Diversity Award².

2 Methodology

For the production of this report, EELISA InnoCORE used the definitions and, partially, the methodology applied by EUA (European University Association) in the publication “Diversity, equity and inclusion in European higher education institutions: results from the INVITED project”³. Additionally, EELISA InnoCORE has taken major inspiration from the work done by the colleague alliance UNA Europa (“Engaging with Diversity in European Universities”⁴).

What do we understand by diversity? As indicated by EUA, “diversity is in itself a **multi-dimensional concept**, dependent on the cultural context and level of awareness of difference. Certain dimensions of diversity have received particular attention because the groups identified as either under-represented, disadvantaged or vulnerable (or any combination of these three)”. When asking EELISA partners about their approaches, policies and work done regarding EDI, EELISA InnoCORE considered the following **eight dimensions of diversity**:

¹ <https://education.ec.europa.eu/document/commission-communication-on-a-european-strategy-for-universities>

² <https://eelisa.eu/eelisa-innocore-launches-the-eelisa-diversity-award/>

³ <https://eua.eu/resources/publications/890:diversity,-equity-and-inclusion-in-european-higher-education-institutions-results-from-the-invited-project.html>

⁴ <https://www.una-europa.eu/knowledge-hub/engaging-with-diversity-in-european-universities>



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

- Disability
- Gender
- Ethnic/cultural/migration background
- Socio-economic background
- Sexual identity (including LGBT+)
- Education background (alternative pathways, lifelong learner)
- Caring responsibilities
- Religious background/beliefs
- Age

For addressing the concept of diversity, EELISA InnoCORE has followed a **twofold approach**:

1. Top-down: Mapping EELISA partners' practices regarding diversity, with a special focus on diversity among academic staff and researchers and collection of good practices put in place at institutional level, by running a survey inspired by the one used in the report "Diversity, Equity and Inclusion in European Higher Education Institutions" (results from the INVITED project, EUA).

The survey has been adapted to EELISA needs and it comprises seven sections:

- 1) **Dimensions of diversity**. Which aspects and dimensions of diversity are EELISA partners addressing?
- 2) **Data**. What data do EELISA partners gather, what for and how?
- 3) **Approach and institutional structures**. At which level are diversity, equity and inclusion topics addressed? Who is in charge of implementing the institution's activities in relation to diversity, equity and inclusion?
- 4) **Measures**. What kind of activities and measures do EELISA partners have in place to ensure diversity, equity and inclusion?
- 5) **Success and barriers**. What are the main success factors and barriers of the activities towards diversity, equity and inclusion?
- 6) **External support**. What type of external support do EELISA institutions receive to develop and implement strategies and/or activities towards EDI?
- 7) **Good practices** (at institutional level).

The template of the survey can be found in the Annexes.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

2. Bottom-up: Gathering good practices from researchers, research groups, laboratories, EELISA communities, **recognising researchers and innovators particularly committed with diversity**, via the launch of the **I EELISA Diversity Award**⁵. EELISA InnoCORE has gathered good practices and actions put in place by individual researchers and research structures (groups, departments, laboratories, centres) promoting diversity within research and innovation teams, and thus fostering the existence of diverse and inclusive research and innovation communities. The call was open from 31 May to 30 June. The best selected good practices (one per EELISA partner institution) have been invited to present their initiatives during a workshop in the framework of the **I EELISA International Conference**⁶ **that will take place Bucharest in October 2023**. The best practice will be recognised with the I EELISA Diversity Award.



⁵ <https://eelisa.eu/eelisa-innocore-launches-the-eelisa-diversity-award/>

⁶ <https://eelisa.eu/events/firsteelisaconference/>



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

3 How EELISA institutions are dealing with diversity

In the following sections, we analyse and present the results of the survey run among EELISA partners. The sections follow the structure of the survey.

3.1 Dimensions of diversity

All EELISA institutions have policies and measures in place addressing various dimensions of diversity: in fact, most partners address almost all the eight dimensions considered. Table 1 shows which aspects and dimensions of diversity are addressed by EELISA partners, for students, academic and non-academic staff. **Disability and gender for both students and academic and non-academic staff are addressed by all EELISA partners.** All EELISA partners have also in place measures to support the caring responsibilities of their staff (academic and non-academic). And most EELISA partners (88%) offer support measures for students from disadvantaged socio-economic background.

Religious background/ belief is the dimension the least addressed by EELISA partners. This is probably due to the sensitivity of the topic and the fact that, in some countries, collecting data or posing questions on this matter is forbidden by law. The ethnic, cultural and migration background represents an aspect addressed by over half EELISA partners for students and academic staff, but hardly considered for non-academic staff (only 25% of EELISA partners have specific measures in place for non-academic staff).

In general terms, it can be said that **EDI measures and strategies put in place by EELISA partners are addressed more frequently to students than to staff.**

Table 1: Dimensions of diversity addressed by EELISA partners

Q1a. Dimensions of diversity. Which aspects and dimensions of diversity do you address at your institution? Please tick all applicable, distinguishing between students, academic staff and non-academic staff.

	Students	Academic staff	Non-academic staff
Disability	100%	100%	100%
Gender	100%	100%	100%
Ethnic/ cultural / migration background	63%	50%	25%
Socio-economic background	88%	25%	25%
Sexual identity (including LGBT+)	75%	38%	50%
Education background (alternative pathways, lifelong learner)	75%	38%	38%
Caring responsibilities	63%	100%	100%
Religious background/beliefs	38%	38%	38%
Age	75%	50%	50%



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

EELISA partners work in different ways with these concepts. In addition to embracing the concept of 'diversity', it is worth noting that EELISA partners address these dimensions as part of their commitments towards fighting against any kind of discrimination and guaranteeing equal opportunities to all. Both concepts, “**anti-discrimination**” and “**equal opportunities**”, are mentioned repeatedly in the surveys by EELISA partners and seem to be guiding principles of their EDI policies.

All EELISA partners have Gender Equality Plans and ad-hoc structures (gender equality units, research centres, gender equality officers). These have been thoroughly analysed in EELISA InnoCORE Gender Equality Plan. Regarding the other dimensions, EELISA partners address the rest of the EDI concepts in different ways: usually the other aspects of diversity are covered by overarching policies, action plans and structures dealing with various dimensions, oftentimes under the concept of anti-discrimination and equal opportunities as highlighted above.

Equal Opportunities committees and plans dealing with various dimensions of diversity

In Hungary, the legislation requires the existence of an equal opportunities committee and an equal opportunity plan for employers with over 50 employees. The equal opportunity plan designates the equal opportunity officer to whom complaints and suggestions can be made. BME's equal opportunities plan, the introduction of the equal opportunity committee and the contact information of the equal opportunities officer are available on the BME's website.

Italian partners also have a committee called “Committee for the Guarantee of Equal Opportunities” (Comitato Unico di Garanzia, CUG) which “puts forward propositions, consultations and verification regarding the development of a culture of equal opportunities, the enhancement of well-being in the workplace and combatting discrimination” (SNS). The committee deals with various aspects: gender, age, disability, ethnicity, language, political views, sexual orientation.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

3.2 Data

Mirroring the answers regarding the dimensions that EELISA partners address, **EELISA partners are also collecting data on a systematic way mainly for gender and disability.** All EELISA partners collect data on gender for students and most partners also collect them for academic and non-academic staff. In some cases, data collection is mandatory by law, e.g. UPM started collecting sex-disaggregated data on a systematic way in 2010 due to the implementation of the Organic Law 3/2007 on effective equality between men and women. Data regarding disabilities are usually collected in a systematic way as well, institutions having the number of people with a formally identified impairment.

Some basic data —particularly age (78% of partners collect data on age for all categories), nationality and gender— are usually available since they are collected “either when a person participates in a selection process, when a new member of the staff signs a work contract, when there are changes in the staff category or when the student formalises the enrolment” (UPM, SNS, ENPC). Very few partners collect data on religious background/beliefs, ethnic/cultural/migration background or sexual identity. In most cases, this is due to legal restrictions (see below).

It is worth noting that various EELISA partners point out that **data have been available for a long time, however, they did not start analysing data in a systematic way until recently and consider that the use of those data could be improved:** “our data collection is quite new even though we have had access to those data for a long time, we did not collect them in a systematic way” (PSL), “while these statistics have been collected since 2009 by the Joint Committee for Equal Opportunity, starting from 2023 SNS started analysing data on a systemic way” (SNS), “although data collection is systematically performed and the output is transparently conveyed [...], the overall process remains weak in comprehensively identifying the disadvantaged /less represented individual and groups, as well as defining different needs of these groups” (ITU), “we haven’t yet taken the opportunity to sue them as a sensitization tool” (PSL).

As pointed out in the report by EUA, **the collection and use of data is a very sensitive matter and, in some countries, it is subject to strict legal restrictions** (FAU, BME, UPM). BME highlights “in most of the categories mentioned above (ethnic, sexual identity, etc.), legal regulations do not allow data collection, so we cannot define target numbers either”. As another example, data on disabilities are collected at UPM, but they are subject to strict confidentiality rules. The collection and use of data have been a subject of debate during the meetings of the inter-alliance network on diversity and inclusion (FOREU2 subgroup). The debates held prove the following sentence from the EUA report to be true: “While some systems, as in the United Kingdom and Ireland, make intensive use of data, in others collecting data on certain aspects such as ethnicity or migration background is very sensitive like in Germany and may even be forbidden by law”.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Table 2: Data collected at institutional level

Q2a. Data. Does your institution collect data on a systematic way? What data do you collect about your students and staff that is of relevance to diversity, equity and inclusion?

	Students	Academic staff	Non-academic staff
Disability	78%	67%	78%
Gender	100%	89%	89%
Ethnic/ cultural / migration background	56%	11%	11%
Socio-economic background	56%	22%	22%
Sexual identity (including LGBT+)	11%	11%	11%
Education background (alternative pathways, lifelong learner)	44%	11%	11%
Caring responsibilities	33%	33%	44%
Religious background/beliefs	11%	0%	0%
Age	78%	78%	78%

EELISA partners were also asked if they work with quantitative targets as regards the number/share/percentage of students and staff from disadvantaged or less represented groups. As table 3 shows, **few EELISA partners have set quantitative targets and those working with quantitative targets do it mainly for gender**. It is worth noting the case of SSSA. This institution does have strategic goals and targets related to diversity set in their document Strategic Goals 2022-2025 (see box below). Despite not working with quantitative targets or quotas, it is worth noting that many EELISA partners (ITU, UPB, ENPC, SSSA) have measures in place aiming at attracting students from disadvantaged backgrounds (more information in section 3.4).

Setting targets – SSSA’s Strategic Goals 2022-2025

SSSA has some strategic goals for 2022 that are described in the document for Strategic Goals 2022-2025 with details of actions and indicators. A set of indicators are related to diversity, such as (*only some examples are mentioned*):

- Number of attendees to ME.MO initiatives (merit and social mobility initiatives) considering high school students with undergraduate parents (target: to increase).
- Number of attendees to STEM initiatives (merit and social mobility initiatives for STEM disciplines) considering high school students with undergraduate parents (targets increase).
- Percentage of Seasonal Schools students requesting ISEE reduction (target: to increase).



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Table 3: Use of quantitative targets according to diversity dimensions

Q2c. Data. Do you at your institution work with quantitative targets as regards the number/share/percentage of students or staff from (certain) disadvantaged or less represented groups?

	Students	Academic staff	Non-academic staff
Disability	2	1	1
Gender	3	3	4
Ethnic/ cultural / migration background	1	-	-
Socio-economic background	3	-	-
Sexual identity (including LGBT+)	-	-	-
Education background (alternative pathways, lifelong learner)	-	-	-
Caring responsibilities	1	1	1
Religious background/beliefs	-	-	-
Age	-	-	-

Regarding usage of data, most EELISA partners use data for all the reasons listed on the list: 1) for transparency and accountability purposes and external reporting, 2) to identify disadvantaged or less represented people/groups as well as 3) their needs, 4) raising awareness about activities and support provided. They also use data to measure the impact of their activities to foster diversity, equity and inclusion among students as well as to systematically monitor study progress. **As a general remark and in line with the comment in section 3.1, EELISA partners both collect and use the collected data for students much more often than for their staff.**

Table 4: Usage of data collected

Q2d. Data. How do you use these data in the framework of your diversity, equity and inclusion activities?

	Students	Academic staff	Non-academic staff
For transparency, accountability and external reporting purposes	89%	78%	78%
To identify disadvantaged/less represented people	78%	56%	67%
To identify different needs of diverse groups	78%	67%	78%
To raise awareness about specific activities/support	78%	56%	56%
To measure performance and impact of our activities	67%	67%	67%
To monitor study progress/ careers of specific groups	67%	67%	67%
I do not know	0%	22%	11%
We do not use these data in a systematic way for our activities	0%	11%	11%
Other	0%	0%	0%



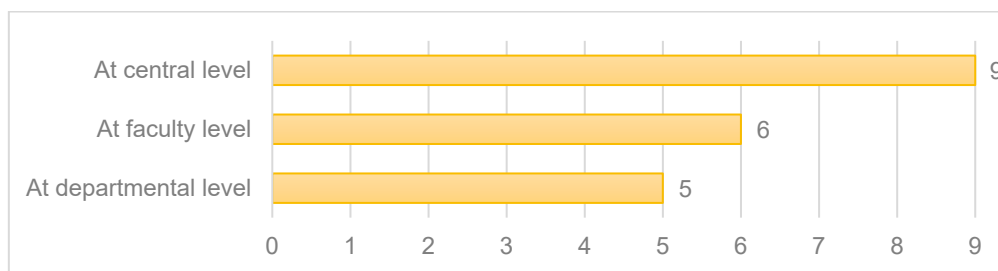
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

3.3 Approach and institutional structures

In all EELISA partners, **equality, diversity and inclusion is addressed at central-level in institution-wide policies and strategies** (see figure 1). Complementary to this, the topic is also addressed at faculty and departmental level in over half of EELISA partners. For instance, at PSL “each faculty has a gender equality officer and a disability officer (sometimes two: one for staff and one for students)”, likewise at UPM, where there is a gender contact point and a disability contact point at each school and faculty, complementing the work done at central level by the gender equality unit and the unit for accessibility and disability.

Figure 1: Level at which EDI is addressed

Q3a. Approach and institutional structures. *At which level are diversity, equity and inclusion topics addressed in your institution?*



As figure 2 below shows, most EELISA partners (seven out of nine) indicate that **administrative staff at the central level are in charge of the implementation of the institution’s activities in relation to diversity, equity and inclusion**. In four EELISA partners, there is a vice-rector with specific responsibility for diversity, equity and/or inclusion (FAU, SNS, SSSA, PSL).

Six out of nine have specific offices or teams. In this regard, it is worth clarifying that, **although EDI is dealt with in a centralized manner and most partners have specific offices, in general, there is not one but many and different units, offices and people involved in the implementation of activities related to EDI**, including: Human Resources departments, Ethics Committees, Departments of International Relations, psychological counselling units, medical units and many others. In some cases, these different actors intervene because they deal with particular dimensions of diversity (e.g. nursery and kindergarten office at ITU, disability coordinator, etc.), because they work at different levels (e.g. at BME, there is an equal opportunity coordinator for students and an equal opportunity officer for staff) or because they have different tasks (e.g. monitoring and evaluation vs. planning and implementation).

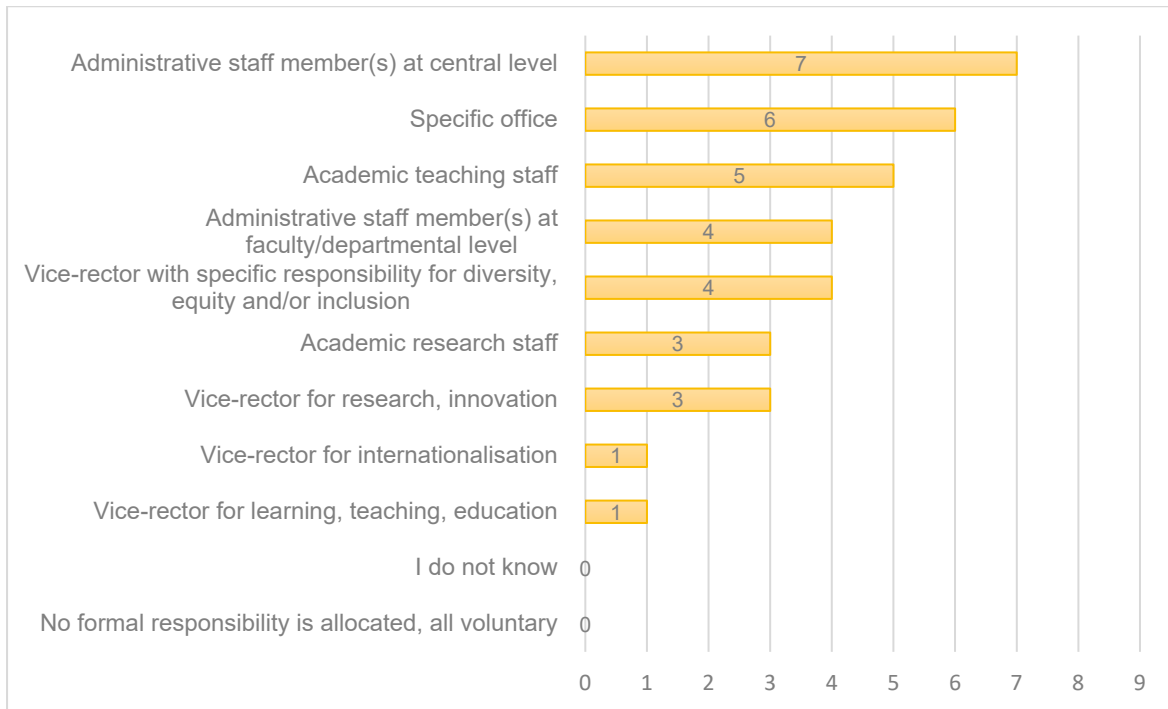
Some partners seem to have “all-inclusive” units dealing with various aspects of diversity: office of equality and diversity (FAU), equal opportunity council (BME), diversity team (UPB), committee for equal opportunities (SSSA and SNS), equality and diversity officer for students (ENPC). As a matter of example, the committee for equal opportunities at SSSA and SNS guarantees that there is no discrimination due to any of the following: gender, age, disability, ethnicity, language, political views and sexual orientation. Some partners have more differentiated “singled-out” offices or teams dealing with particular dimensions of diversity. For instance, some partners have specific units/offices/officers dealing with gender equality (UPM, PSL, ITU, SNS, ENPC, SSSA) and/or specific offices/units/officers dealing specifically with disabilities (UPM, PSL, ITU, SNS).



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Figure 2: Actors involved in implementing the institution’s activities on EDI

Q3b. Approach and institutional structures. *Who is in charge of implementing your institution’s activities in relation to diversity, equity and inclusion?*



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

The survey also enquired EELISA partners about the reasons behind their institutional engagement (see Figure 3). **Equity, diversity and inclusion constitute an explicit value of most EELISA partners (seven out of nine) and /or is part of the social responsibility of the institution (six out of nine).** At the same time, it is worth noting that for many EELISA partners as well (seven out of nine), EDI is also a legal obligation and, in some cases, it is even needed for the allocation of public funding (PSL, ENPC, ITU). Although EELISA partners rarely work with quotas (see above), **for over half of them the topic of EDI is part of their strategy to recruit students.**

Figure 3: Drivers and reasons for institutional engagement

Q3c. Approach and institutional structures. Why is the topic of equity, diversity and inclusion of importance to your institution?



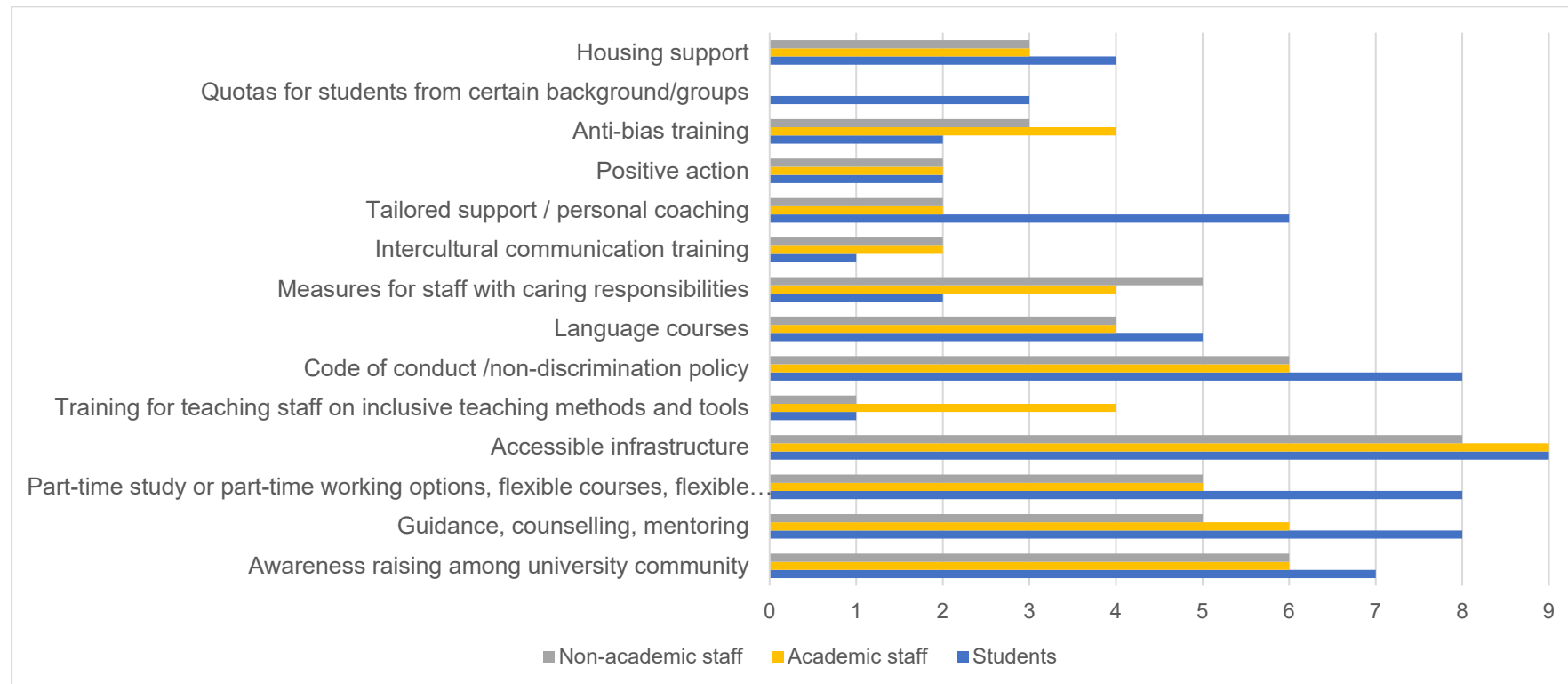
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

3.4 Measures and good practices

EELISA institutions are working with various measures aimed at fostering equity, diversity and inclusion among students, academic and non-academic staff. As figure 4 shows, **all EELISA partners apply measures to guarantee their infrastructures are accessible for both staff and students with disabilities**. Indeed, as indicated in section 3.1, all EELISA partners have policies and measures in place for people with disabilities and making their infrastructures accessible is one of the measures to guarantee equal opportunities for this group. **Almost all EELISA partners have also code of conduct and /or non-discrimination policies for both students (8 out of 9) and staff (6 out of 9)**.

Figure 4: Measures taken by EELISA partner to address equity, diversity and inclusion

Q4a. Measures What activities and measures do you have in place at your university to ensure diversity, equity and inclusion?



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

In line with the results of the previous sections, **EELISA partners have more measures and actions in place targeting students than targeting staff**. If we take the following measures: part-time study option and flexible courses; guidance, counselling and mentoring; awareness-raising activity; or tailored support and personal coaching, many EELISA institutions offer this kind of support and measures to their students, but not so often for their staff.

Regarding the measures less popular, we can mention positive actions, intercultural communication training and the use of quotas.

Training for teaching staff on inclusive teaching methods and tools - UPB

UPB has taken a proactive approach in supporting the professional development of its academic staff by implementing the STEP (Smart Teaching Experiences & Practice) training programme, specifically designed for early-stage career researchers. This comprehensive programme, which can be accessed at <https://hrs4r.upb.ro/catalog>, offers a range of valuable learning experiences to enhance teaching, research, leadership, and transferable skills.

Within the programme, special attention is given to teaching practices, recognizing the importance of diversity in higher education. To address this crucial aspect, UPB has developed a dedicated module that focuses on diversity in the context of higher education. This module provides participants with valuable insights, strategies, and tools to foster inclusivity, equity, and understanding within the classroom setting. The programme comprises an e-Learning version of the Diversity module.

Table 5: Measures taken by EELISA partner to address equity, diversity and inclusion

Q4a. Measures What activities and measures do you have in place at your university to ensure diversity, equity and inclusion?

	Students	Academic staff	Non-academic staff
Awareness raising among university community	78%	67%	67%
Guidance, counselling, mentoring	89%	67%	56%
Part-time study or part-time working options, flexible courses, flexible working hours	89%	56%	56%
Accessible infrastructure	100%	100%	89%
Training for teaching staff on inclusive teaching methods and tools	11%	44%	11%
Code of conduct /non-discrimination policy	89%	67%	67%
Language courses	56%	44%	44%
Measures for staff with caring responsibilities	22%	44%	56%
Intercultural communication training	11%	22%	22%
Tailored support / personal coaching	67%	22%	22%
Positive action	22%	22%	22%
Anti-bias training	22%	44%	33%
Quotas for students from certain background/groups	33%	0%	0%
Housing support	44%	33%	33%



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Below you will find summarized the measures put in place by EELISA partner per each dimension of diversity.

Disability
<p>All EELISA partners have measures in place to support both students and staff with disabilities. Measures include the adaptation of infrastructures (see above) but also the adaptation of working hours, exams, teaching plans and material (software, assistive technologies). Measures also include individual counselling and training, or sign language interpreters. Compliance and enforcement of national regulations is important here, since oftentimes measures depend on the person being officially recognised as disabled (France, Spain).</p> <div style="border: 1px solid #ffc107; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Design for all – ITU and UPM</p> <p style="text-align: center;">ITU and UPM are working on spreading the concept of design for all or universal design. UPM has guidelines for including the concept of design for all in certain curricula, such as Architecture; Information Systems and Telecommunication; Road, Channel and Ports Engineering, Industrial Engineering. Likewise, ITU School of Architecture includes mandatory universal design courses for undergraduate students.</p> </div>

Ethnic / cultural / migration background
<p>Measures dealing with ethnic, cultural and migration background concentrate on academic staff but mainly on students (see section 3.1). Common measures include language courses, courses for intercultural competence, guidelines for foreign students and researchers with practical information (health, taxes, permits, etc.), accessibility of websites and documents for foreigners not speaking the national language, organisation of cultural events. Anti-discrimination protocols play also a key role and the actions foreseen therein apply in case to discrimination due to ethnical, cultural or other reasons (e.g. PLS has an anti-discrimination helpline).</p> <div style="border: 1px solid #ffc107; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Programme Étudiants Réfugiés - ENPC</p> <p style="text-align: center;">Since 2016, a programme to welcome exiled people wishing to resume their studies in French higher education has been in place at École des Ponts ParisTech. The Refugee Student Programme lasts for one academic year, during which students attend intensive French classes up to B2 level, classes as free auditors in the school's department, science and IT classes with Dévelop'Ponts students, conversation workshops with volunteer agents from the school, careers workshops with alumni or English classes. This is an all-encompassing support programme in which each student is given individual guidance on their path to higher education, from defining their academic project to applying for training, including writing cover letters and CVs, as well as on many social aspects such as housing, mental and physical health, access to rights, etc</p> </div>



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Scholar at Risk Italy and UNHCR Manifesto on an Inclusive University - SSSA

SSSA is a partner of Scholars at Risk Italy (<https://www.scholarsatrisk.org/sections/sar-italy/>), an international network of universities founded in 1999 at the University of Chicago to promote academic freedom and protect scholars whose lives are in danger or whose work is severely compromised.

SSSA also adheres to the Manifesto on an Inclusive University promoted by UNHCR (UN Refugee Agency), in order to facilitate the access of refugees to university education and to promote social integration and active participation in academic life.

Socio-economic background

Measures regarding socio-economic background focus principally on helping students from low-income families and disadvantaged environments through scholarships. Additionally, some EELISA partners offer also housing options for both students (four partners) and staff (three partners). Some partners, as described below, have also been doing great efforts in reaching out to students from underprivileged backgrounds in order to increase access to university and ignite “curiosity and passion for cutting-edge technologies” (UPB).

Reaching out to students from disadvantaged backgrounds and triggering curiosity – UPB, SSSA and PSL

UPB, SSSA and PSL implement special programmes to reach out students from disadvantaged regions or backgrounds, e.g. [ROSE Programme](#) implemented by UPB and supported by the World Bank to support students with fewer opportunities and [MEMO](#) and [STEM](#) projects implemented by SSSA and targeting high school students that live in fragile contexts (parents with no university degree). PSL implements similar actions via their Equal Access Cell for Students.

It is also worth highlight the e-SL4EU project by UPB. Master's and PhD students at the University POLITEHNICA of Bucharest have taken a pioneering step towards empowering students from underprivileged backgrounds. Through an inspiring service-learning project ([e-SL4EU](#)), they have embarked on a mission to familiarize young minds with the professions of the future, by delving into the realms of virtual reality, artificial intelligence, mechatronics, civil engineering, and green energy. With the supportive partnership of Ion Iorgulescu Secondary School in Romania's Argeş county, this collaborative initiative is set to redefine educational experiences.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Sexual identity (including LGBT+)

EELISA partners are addressing the question of sexual identity in different manners, one of the most important ones being **preventing and acting against any kind of discrimination or harassment via protocols and code of conducts**. Some partners have protocols dealing specially with the question of sexual harassment. EELISA partners are also working on raising awareness about the difficulties, rights and needs regarding gender identify, trans-identify and LGBT+ via different measures, e.g. informative leaflets (ENPC) or the organisation of talks and even congresses (UPM). For many of these activities, EELISA partners are partnering with LGBT+ associations.

Cinsari- ITU Gender Identity and Sexual Orientation Studies Club is one of the major bodies in ITU, collectively operating on behalf of gender identity and the visibility of LGBTQIA+ community at ITU. The collective organises non-scheduled activities, walking tours, public talks to disseminate their activities.

PSL’s trans-identity network. PSL has a trans-identity network in their students life department in each faculty to help with pronouns and names changes, and make sure that students can have an easy and clear process to be called by their names and gender. PLS is working on building the same for their staff.

Practical information sheets on trans-people at ENPC. ENPC is distributing practical information on the rights of trans people. The aim of these sheets is to present the rights of trans people in order to ensure that they are respected. They are aimed at all government departments and public service schools, to help ensure that trans staff and users are given the best possible welcome, so as to avoid as afar as possible any feelings of exclusion.

International congress on interdisciplinary studies on LGBT+ Maricorners. UPM supported the first (2019) and second (2021) edition of the international congress on interdisciplinary studies on LGBT+ in Spanish (<https://maricorners.es/quienes-somos/>), which was promoted by a former UPM professor.

Alias career – SNS. SNS grants the possibility to have access to an “Alias career” for people who do not identify in the sex they were assigned at birth by changing their name and identity, in order to respect one’s gender self-determination. This possibility is open to whoever works and studies at the Normale, but also to all the people who attend, even occasionally and temporarily, the School’s facilities.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Education background (alternative pathways, lifelong learner)

The actions put in place by EELISA partners regarding diverse educational backgrounds refer mainly to training courses put in place by their lifelong learning departments or centres. Some partners provide recognition of prior learning and experience enabling individuals to access higher education regardless their education's journey.

Entry for students over 40 years old via accreditation of working and professional experience at UPM. Procedure for people over 40 not holding any university degree or any other title giving them the right to access university studies (e.g. having passed the entrance exams). Made of two steps: evaluation of dossier (working and professional experience) and interview. (*Prueba de acceso a la universidad para mayores de 40 años*).

Caring responsibilities

All EELISA partners have measures in place addressing the caring responsibilities of their staff (both academic and non-academic staff), and many of them (67%) also for their students. Common measures include offering part-time and/or flexible working and studying hours, childcare facilities (breastfeeding and nappy changing rooms, kindergarten, playrooms and nursery services inside the campuses) and agreements with service providers (kindergarten, discounts in after-school activities, transportation).

'Aid for our elderly and people with disabilities' – SNS

SNS has agreements with qualified public and private entities operating in the field of elderly care and care for people with disabilities to ensure subsidised conditions for their staff.

Code of conduct 'Family-friendly' – FAU

FAU has a code of conduct on reconciling family and career covering the following topics: working conditions, care of relatives, pregnancy, maternity protection and parental leave. All forms of family are included.



Religious background /beliefs

Religious background and beliefs is one of the dimensions the least addressed by EELISA partners. Some EELISA partners have praying facilities (BME, ITU) or apply other measures, such as:

FAU's 'Code of Conduct for dealing with religious and ideological diversity'.

FAU has a Code of Conduct for dealing with religious and ideological diversity. In doing so, it takes up guiding values and principles on religious and ideological diversity, on freedom and the primacy of research and teaching, and on equality and anti-discrimination. It thus creates an overarching, binding framework of orientation and action for all university employees for dealing with religious and ideological issues and needs at FAU.

UPB offers alternative instruction and evaluation methods to accommodate religious observances, flexible schedules and alternative assessment, so that students can fully engage in their studies while honouring their religious commitments.

Age

EELISA partners highlight few measures regarding age. Measures addressing this dimension of diversity refer mainly to supporting students in accessing higher education (see Education background (alternative pathways, lifelong learner), flexible work arrangements, or offering advice (e.g. on retirement or re-employment for retirees under 70 at BME).



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

3.5 Success and barriers

When asked about the top three success factors for their activities, **EELISA partners unanimously point out to the commitment and support of their institutional leadership.** This success factor is followed by “additional financial and staff resources made available”. As the report by EUA points out, it is true that “institutional leadership is responsible for allocating resources and establishing structures for related activities, so getting the buy-in of the leadership is perceived as critical to the goal of making sustainable changes”. **Having ad hoc specialised units and teams is key for advancing diversity, equity and inclusion.** Some EELISA partners point out that EDI has been receiving growing attention in recent years and their structures and measures are still quite new. The direct involvement of the target group in developing and implementing the strategy and the activities is also perceived as fundamental.

Figure 5: Top three success factors for institutional strategies

Q5a. Success and barriers. What are the top three success factors of your activities towards diversity, equity and inclusion?



“The introduction of a gender equality action plan, a good behaviour charter for students, the appointment of a gender equality officer and an equality and diversity officer for students have all helped to promote diversity, equity and inclusion within ENPC”.

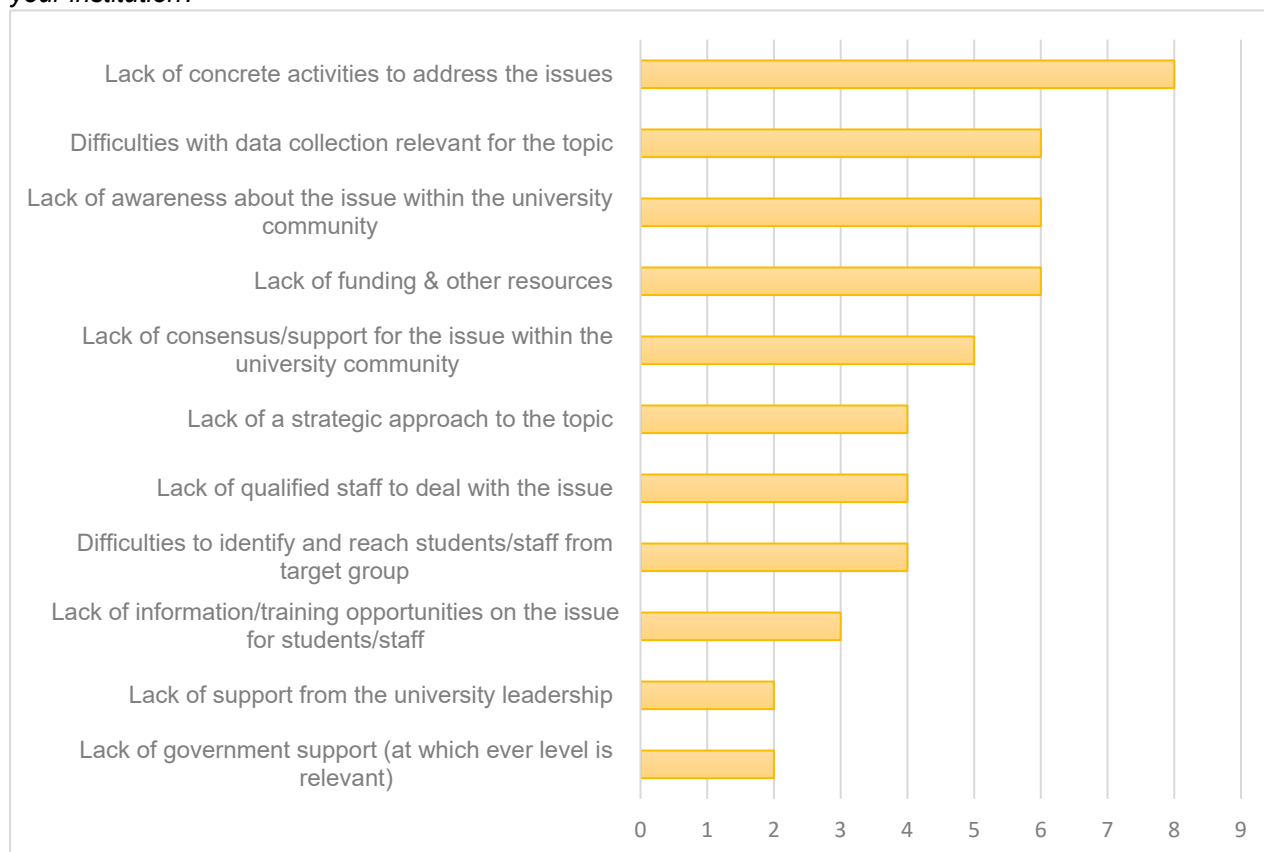


This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Regarding barriers, **the main barrier pointed out by EELISA partners is the lack of concrete activities to address the issue**, following by difficulties in data collection, the lack of awareness among the university community and the lack of funding and resources. In addition to this, in the open question, some partners point out to a lack of awareness and understanding within the broader community, and even the opposition that these topics still face: “with the leadership’s commitment is growing and the students are very interested, the wider community is not always convinced of the importance of these activities” (SNS).

Figure 6: Main barriers to diversity, equity & inclusion at institutional level

Q5b. Success and barriers. What are the barriers to diversity, equity and inclusion that you face at your institution?



Spreading a shared understanding of diversity within the academic community – Courses to PhD students and post-docs by UPB

Further efforts are necessary to foster a shared understanding of diversity within the academic community. To address this, PhD students and Postdoctoral candidates have been offered courses on diversity and equal opportunities, such as the [SIMBA](#), [Be-Antrepreneur](#), [A-Success](#), [OPTIM Research](#), and [SMART](#) projects. These initiatives aim to provide valuable knowledge and promote inclusivity among researchers at advanced stages of their academic careers.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

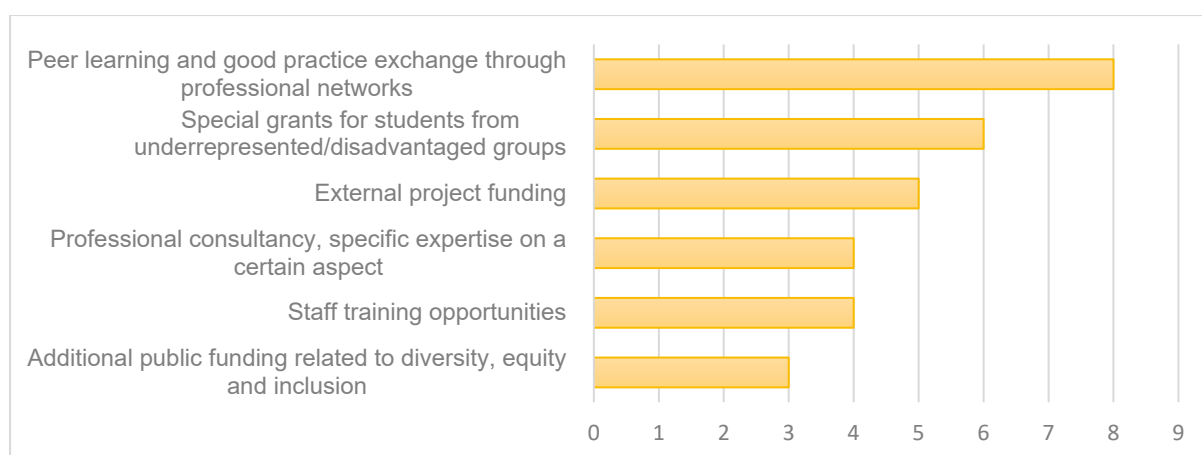
3.6 External support

All EELISA partners are collaborating with external actors, particularly associations, NGOs, professional networks and national agencies, in developing and implementing their EDI strategies and activities. **A vast majority of EELISA partners collaborate with external professional networks for peer learning and exchange of good practices.** It can be said that this kind of collaboration takes mainly two forms: a) via ad hoc or regular collaborations with professional associations or NGOs (e.g. UPM's unit for Accessibility and Disability collaborates with non-profit associations such as the Spanish Confederation of Autisms, Down Madrid or ONCE, organisation supporting blind and visually impaired people); b) via membership in international and national associations and networks, e.g. BME actively participates in the HR task Force of CESAER association and UPB actively participates in the special interest group on gender and diversity of SEFI.

For many EELISA partners, collaboration with external actors also takes the form of **special grants for students from underrepresented or disadvantaged groups.** Lastly, EELISA partners receive external funding for the implementation of projects, both from national and European sources.

Figure 7: External support received to develop and implement strategies and activities

Q6a. External support. *What type of external support does your institution receive to develop and implement strategies and/or activities towards diversity.*



Sharing experience and learning from peers at international level

BME is a member of networks and collaborations where equal opportunities play a key role. BME actively participate in the [HR Task Force of CESAER association](#), which shares good examples on the subject of EDI and creates opportunities for development.

UPB through its academic and non-academic staff participates in professional associations, networks and task forces addressing diversity, including in SEFI (European Society for Engineering Education) <https://www.sefi.be/activities/special-interest-groups/gender-and->



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

4 Findings and conclusions

Equity, diversity and inclusion (EDI) constitute an explicit value for most EELISA institutions and it is part of most EELISA partner's social responsibility policies. Indeed, EELISA partners re-validated their commitment towards diversity and inclusion, and made them explicit values of the Alliance as a whole in April 2021 with the signature of the EELISA Alliance Statement in Gender Equality⁷.

It is important to highlight that many EELISA partners deal with EDI principles under their “**anti-discrimination**” and “**equal opportunities**” strategies and policies, i.e. more than talking about EDI, anti-discrimination and equal opportunities seem to be guiding principles of EELISA policies on diversity and inclusion.

Having analysed the answer to the surveys, we would like to finish the report with the following key take-aways:

- Most EELISA partners address almost all the eight dimensions considered. **Disability and gender for both students, academic and non-academic staff are addressed by all EELISA partners.** All EELISA partners have also in place measures to support the caring responsibilities of their staff (academic and non-academic). And most EELISA partners (88%) offer support measures for students from disadvantaged socio-economic background. **Religious background/ belief is the dimension the least addressed by EELISA partners.**
- Equality, diversity and inclusion is addressed at central-level in institution-wide policies and strategies, implemented mainly by administrative staff. Six out of nine partners have specific offices or teams. It is worth clarifying that, although EDI is dealt with in a centralized manner and most partners have specific offices, **in general, there is not one but many different units, offices and people involved in the implementation of activities related to diversity.**
- EELISA partners have **more measures and actions in place targeting students than targeting staff.**
- EELISA partners are also collecting data on a systematic way mainly for gender and disability. The collection and use of data is a very sensitive matter, though. It is important to note the comment by various EELISA partners highlighting that, although data have been available for a long time, they did not start analysing data in a systematic way until recently and consider that **the use of those data could be improved.**
- Lastly, the main barrier pointed out by EELISA partners is the lack of concrete activities to address the issue. Hand in hand with this, EELISA partners indicate that **having ad hoc specialised units and teams is key for advancing diversity, equity and inclusion.** Indeed, this kind of specialised units are the ones designing and putting in place concrete activities.

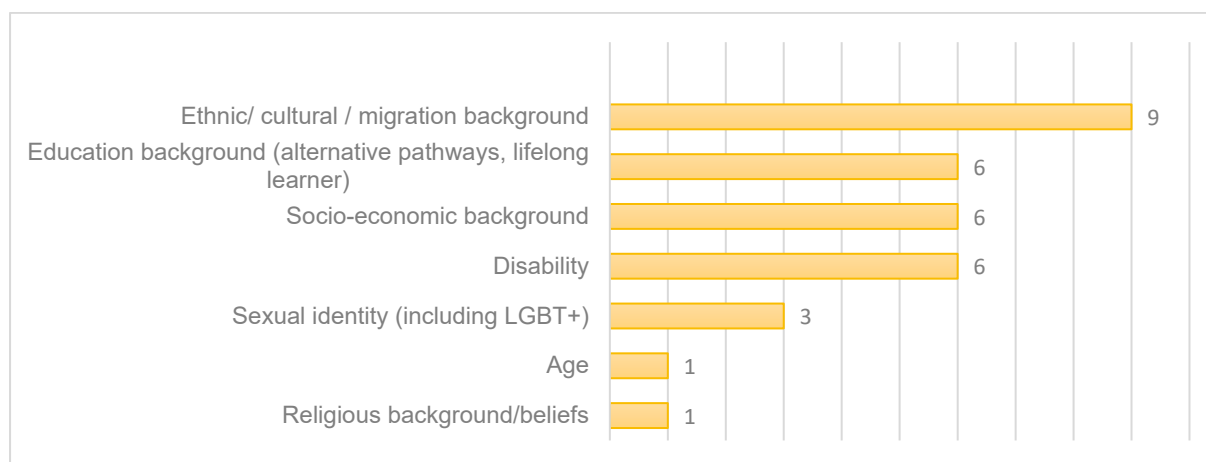
⁷ <https://eelisa.eu/an-alliance-committed-to-close-gender-gaps-in-higher-education/>



5 Researchers committed with diversity: good practices gathered via the call of the I EELISA Diversity Award

On 31 May, EELISA InnoCORE launched the I Diversity Award, with the aim of gathering good practices and actions put in place by individual researchers and research structures (groups, departments, laboratories, centres) promoting diversity within research and innovation teams, and thus fostering the existence of diverse and inclusive research and innovation communities. In total, **EELISA InnoCORE received fifteen (15) applications showcasing both past and on-going initiatives, as well as proposals of new ideas of activities that could be put in place.** All the examples are bottom-up initiatives initiated by individuals or teams of researchers, academic and non-academic staff or students, showing the commitment of EELISA individuals towards diversity and their effort to have inclusive and welcoming universities. We would like to thank all applicants for their examples!

EELISA InnoCORE received examples covering all dimensions. Most initiatives are dealing with more than one dimension of diversity (10 out of 15), **“ethnic, cultural and migration background” being the dimension the most addressed (9 examples), followed by “education background” (6 applications), “socio-economic background” (6) and “disability” (6).** It is worth noting that “ethnic, cultural and migration background” many times goes hand in hand with “socio-economic background” and “education background”. It is also worth highlighting the diversity regarding profiles of applicants, which goes from PhD and graduate students (four applications) to administrative staff (two applications) and academic staff from all ranges. Several applications are presented by a team joining together various profiles.



The case studies collected have also a wide range of purposes and target groups in different directions: some are initiatives put in place by students to help their peer students (e.g. case study #1 and #5), some are initiatives implemented by academic staff to foster diversity and create more welcoming environments targeting peers (e.g. case study #11), by academic staff to help their peers deal with diversity in the classroom (e.g. case study #12), by academic staff to create a culture of values and raise-awareness among their students (e.g. case study #2, #7, #14), initiatives put in place by both academic staff and students to bring research and higher education closer to disadvantaged groups (e.g. case study #13, #15, #9).

Below you will find all the good practices that applied to the award.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Ionescu Andrei, Student – President of the Students Union

Organisation of origin: University Politechnica of Bucharest

Dimensions of diversity:

Disability; Ethnic/ cultural / migration background; Caring responsibilities

#1 ‘Diversity, Disability and Institutionalization (DDI) Committee’

The Diversity, Disability and Institutionalization (DDI) Committee from the Students Society in Chemical Engineering and Biotechnology is a **committee made of three people who are ensuring that students with disabilities can keep up with studying, help foreign students accommodate** and promote the opportunities to children in foster homes.

2023 has been the year of implementation where the Committee set up all the details and from the beginning of the new university year the Committee will focus more on helping kids with disabilities STEM alongside other NGOs. The Committee plans to do frequent visits to foster homes where they talk to the youth and guide them to benefit from free, quality education.

The need of this Committee came from the fast growth of foreign students who find it difficult to adapt. The Committee wants to help them benefit from all the opportunities and help them make friends and memories through our students’ union, “The Students Society in Chemical Engineering and Biotechnology”.

Dr. Rodrigo Perez Fernandez; Professor, Marine Engineering School

Organisation of origin: Universidad Politécnica de Madrid

Dimensions of diversity:

Ethnic/ cultural / migration background; Sexual identity (including LGBT+); Education background (alternative pathways, lifelong learner)

#2 ‘Shipbuilding History. The people behind the success’

Dr. Rodrigo Perez Fernandez is promoting the Equality, diversity and inclusion (ED&I) in the Maritime Industry via its subject. Dr. Rodrigo Perez Fernandez **explains to the students how the shipbuilding and the marine sector have progressed thanks to women and men, of all nations and religions, during centuries**. He teaches the achievements of great people, like the Eily Keary, Mary Lacy, Isabella Clemes, Jamsetjee Bomanjee Wadia, Alice Everett, Harriet Furniss, Edith Rix, Annie Russell, Isabella Ure Elder, Blanche Thornycroft, Rachel Mary Parsons, Victoria Alexandrina Drummond, Susan Mary Auld, Elizabeth Killick or Raye Montague. Dr. Rodrigo Perez Fernandez has also carried out conferences about the topic, as for example a lecture at the Universidad de Cádiz, celebrating the International Women's Day 2022, lecturing a conference entitled: Women in the Marine Industry. Story of a Success.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Mariló López González, Professor at the School of Civil Engineering, and María Luisa Francisco Martínez, Head of the Unit for Accessibility and Disability

Organisation of origin: Universidad Politécnica de Madrid

Dimensions of diversity:
Disability

#3 'Accessible Math'

This project consists in training people registered with the National Employment Institute (INEM) who are being trained in disability management, to get a job. As part of their training, these people have done internships at the UPM, during which they have **carried out an accessibility study of the mathematics museum located in ETSI Caminos, Canales y Puertos (School of Civil Engineering)**. Six apprentices, four tutors, one from the Training Center, another from the UPM and two teachers from the Museum of Mathematics of ETSICCP took part in the project.

One group proposed general adaptations for all the games, establishing the structure of accessibility at the global level of the museum and another group adapted each of the games in a more specific way, in order to make them more accessible and understandable for people with disabilities.

This allowed both people who have attended INEM training to apply the knowledge acquired in the world of work and improve their employment options. To people with disabilities who use the museum, among others the UPM students themselves, to have equal access to knowledge of mathematics. In addition, it is a way to promote accessibility in public places to achieve a more inclusive and just society.

Hatice Kose, Full-time Professor, Chair of the department, Faculty of Computer and Informatics, AI and Data Engineering Department

Organisation of origin: Istanbul Technical University

Dimensions of diversity:
Disability; Education background (alternative pathways, lifelong learner; Socio-economic background)

#4 'Assistive systems for children with disabilities'

Prof. Hatice Kose is founder of cognitive and social robotics group and their main focus is on the **use of social robots and Artificial Intelligence based approaches for the development of assistive systems for children with disabilities**. Their most recent projects related to the issue:

- 1) EraPerMed project, TECH-TOYS: Acquire digiTal biomarkERs in InfanCy with sensorized TOYS for early detection and monitoring of neurodevelopmental disorders [International Support to Our Faculty Member Prof. Dr. Hatice Köse's Project TECH-TOYS \(itu.edu.tr\)](#)



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

- 2) Erasmus+ project; Affective loop in Socially Assistive Robotics as an intervention tool for children with autism (EMBOA) <https://impact.itu.edu.tr/socially-assistive-robotics-in-itu-as-an-intervention-tool-for-children-with-autism>
- 3) RoboRehab- Assistive Audiology Rehabilitation Robot <https://impact.itu.edu.tr/roborehab-assistive-audiology-rehabilitation-robot>

With these projects, they worked with children with autism, children with hearing impairments and children with CP and their families, therapists, and teachers to develop robotic and AI based solutions to support their education and health. Most of the families had low income, and the children were isolated from the society because they could not reach educational materials, therapy or health sources. By means of these projects, they wanted to decrease the gap in those children’s socio- economic status, increase their well-being and quality of education, and health.

Firmin Landré, project manager

Organisation of origin: École des Ponts ParisTech

Dimensions of diversity:

Ethnic/ cultural / migration background; Education background (alternative pathways, lifelong learner)

#5 ‘Programme Étudiants Réfugiés’*

**This good practice has been a bottom-up initiative, initiated and put in place by students, and afterwards, given its success, taken up by the institution. This is the reason why it is highlighted in both sections of the report.*



The **Programme Étudiants Réfugiés** aims to lever barriers to access to higher education for people with exile background by providing a global support program of 2 semesters to students. This program is divided into two great themes: support to resuming and continuing studies in the higher education and facilitating socio-cultural inclusion in the new society. During this academic year, they will be taught French language from level

A2 up to level B2 (required to enter the university in France), they will also follow science courses and computer science courses taught by a students’ association, courses in their domain of expertise with French students as unregistered students which allows them to better understand the academic methodology as well as being able to work in groups and exchange with local students, conversation workshops with staff of the school where they can talk about the subject they want and without the French teacher, cultural events in and around Paris as it is sometimes rare for this public to have access to such opportunities, and many more. **They also get in touch with a past student of the school as a “buddy” to help and orient them in their future professional career.** They also get all along their two semesters orientation to better understand the French academic system and define the



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

curriculum that fits them the best. Each student has access to the facilities of the school like the library, sports, low-price meals, etc. and at the beginning of the year, each one receives, if needed, a working laptop for free. They are also supported in their personal procedures when needed from accommodation, mental and physical aid, transportation, medical and housing insurance, minimum resources, administrative procedures, etc. This program aims to reduce socio-professional downgrading and allow proper use of exiled skills.

Picture credit @EcoledesPonts

Pedro Carlos Feijóo Guerra, Lecturer at the School of Industrial Engineering
Organisation of origin: Universidad Politécnica de Madrid

Dimensions of diversity:
Sexual identity (including LGBT+)

#6 '10 actions towards LGBTQIA+ equality in research centres and STEM environments'

PRISMA (<https://prismaciencia.org/>) is a **non-profit association that advocates for LGBTQIA+ diversity and inclusivity in Science, Technology, Engineering, and Mathematics (STEM) through scientific data and real-life experiences from the community**. PRISMA believes centres for research and universities can and should be a leading example of fairness, equality, and diversity. To this aim, PRISMA has designed 10 actions improve the workplace for LGBTQIA+ people in STEM:

EDUCATION: 1. Educating staff on LGBTQIA+ issues; 2. Supporting LGBTQIA+ visibility and equality in outreach actions; PROTECTION: 3. Establishing safe channels that can be used to report aggression, discrimination and harassment; 4. Ensure equal opportunities for trans and gender nonconforming individuals in recruitment and selection processes; 5. Establish protocols and guidelines to handle the transitioning process for trans professionals in the workplace; 6. Avoiding binary gender classification systems: creating inclusive bathroom facilities, providing more gender options in forms, etc.; 7. Rejecting pseudoscientific discourses used to discriminate the LGBTQIA+ community; VISIBILITY: 8. Showcasing LGBTQIA+ role models in STEM, as well as institutional support for the community; 9. Maintaining a feminist and intersectional perspective throughout all phases of this framework; 10. Promoting research topics within STEM that intersect with the LGBTQIA+ community, through diverse work teams.

The members of PRISMA within UPM are deeply committed to such initiatives and plan to implement this set of actions at UPM.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Javier García Martín, Associate Professor in the area of Computer Architecture
 Organisation of origin: Universidad Politécnica de Madrid

Dimensions of diversity:
 Disability; Socio-Economic Background; Education background (alternative pathways, lifelong learner); Age.

#7 'Integrating people at risk of social inclusion'
Work done by the EELISA community 'Egalitarian Societies – Opportunities for Everyone'

The EELISA community “Egalitarian Societies - Opportunities for Everyone” has as **mission** “To promote social equality by carrying out real/social projects involving students’ educational aspects related to responsibility and sustainability for the practice of their profession”. **The community involves university students in projects that are developed in collaboration with recognized associations and NGO, in which they work in direct contact with social groups at risk of exclusion.**

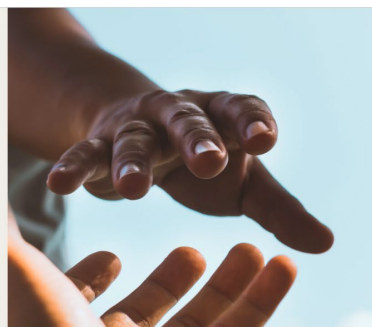
To achieve this mission, different collaborative projects have been developed. Here four examples:

- 1) We move against Energy Poverty. The main objective of the project is the elaboration of a “Good Practices Guide” to develop actions aimed at the social well-being of those people who suffer from energy poverty. Students of the Degree in Building (UPM) and FOCUS (Down) students work together in the preparation of this guide. As a secondary objective, it is sought that people with Down Syndrome and other intellectual disabilities live together and continue their training in an inclusive environment: <https://short.upm.es/16fvd>
- 2) Get Active (against addictions). GET ACTIVE is a project, where both, teachers and students of the UPM collaborate in the rehabilitation of young people with addiction problems. To carry out GET ACTIVE, two types of activities have been implemented: a) sport activities that favor their physical and mental health, held at Faculty of Physical Activity and Sport Sciences, and b) Technological training workshops that promote self-esteem and favor their incorporation into the labor market, held at School of Computer Systems Engineering.
- 3) Small municipalities facing the challenges of the 21st century. The goal of this project is to support small municipalities in the detection of urban and climatic problems, as well as in the analysis of how these problems affect the quality of life of their neighbours. In each academic year, we collaborate with a different village.
- 4) Senior Pedestrians The objective of this activity is to carry out a collaborative process in order to study the difficulties and needs of the elderly as pedestrians in urban areas, specifically in the city of Madrid.

EELISA community

**Egalitarian Societies:
 Opportunities for Everyone
 (ES: O4E)**

“ES: O4E” promotes social equality by carrying out various real-world, social projects like supporting vulnerable social groups, providing education to improve habits about responsible consumption and improving public spaces (cities and buildings). The activities within these ...



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Paola Tricomi, (Ex) PhD student

Organisation of origin: Scuola Normale Superiore

Dimensions of diversity:

Disability; Ethnic / Cultural / migration background; Education background (alternative pathways, lifelong learner)

#8 'The wealth of diversity' – 'Per desiderio' documentary

As an example of the wealth of diversity, we report the lived experience of the project "Per desiderio" (<https://perdesiderio.com>), a documentary created by Paola Tricomi, a person with a disability. The documentary followed Paola on a physical and intellectual trip around Italy, discussing with amateur astronomers, astrophotographers and astrophysicists their shared interest in night sky observation. The project aimed to show how different perspectives on the same subject, in this case, the sky, allow mutual enrichment. This is a metaphor and parallel of the personal enrichment that both collaborators in the project and spectators have felt when coming into contact with "Per Desiderio", by sharing Paola's and others' points of view on bigger-than-life concepts which have accompanied humankind since ancient times.

Laura Sommovigo, PhD student

Organisation of origin: Scuola Normale Superiore

Dimensions of diversity:

Ethnic / Cultural / migration background; Socio-economic background

#9 'Outskirts-reach'

** This is not an implemented project, but a proposal of project.*

Outreach projects, and seminars with invited speakers who have had excellent careers or amazing/alternative life experiences, are often a prerogative of primary and secondary schools in big cities and/or wealthy areas (if not private schools). In the suburbs and isolated small cities, often teachers do not have the tools at their disposal, nor funding, to involve students in large-scale projects. This increases the gap in the possibilities offered to young students with different social, cultural and economic backgrounds.

We propose a new best practice, whose focus is on areas and schools with the least involvement in national and international projects. After carefully selecting schools in overlooked areas, we propose to them in-house outreach seminars held by enthusiastic researchers (PhD students, researchers, and professors from our universities) working in various fields. The researchers would present how they got involved in their field, and why they are enthusiastic about their work, sharing their journey.

All travel and material expenses for the speakers would be covered by the universities, not to weigh on the schools. Although with the internet, everyone has full access to educational videos, and TED talks on any topic of choice, an in-person meeting is always much more powerful. It can leave a mark, and inspire and motivate young students to consider a different life path, exposing them to some contents they would not necessarily look for (or be fed) on their own.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

The researchers involved as speakers would be required to attend a few, focused lessons by communication experts, along the lines of that successfully tested within the first run of the project "ISPIRA" at Scuola Normale (<https://www.sns.it/it/ispira>). These lessons aim to guide the speakers in preparing seminars and finding communication tools that at the same time best convey their message, and involve and touch the young students in the audience.

Simona Gallerani, associate professor in Cosmology and Astrophysics
Organisation of origin: Scuola Normale Superiore

Dimensions of diversity:
Disability

#10 'Listening to Nature'

** This is not an implemented project, but a proposal of project.*

We propose to make funds available for "Data Sonification" projects. "Data Sonification" refers to the auditory equivalent of Data visualization, and it has recently received great interest both from the scientific and general public.

From the scientific point of view, "Data Sonification" has several interesting applications, for example: (i) if applied to medical data (heart rate, ECG signals, heart rate variations during exercise), it can become a useful tool in the context of the rapid development of wearable devices for monitoring various physiological parameters; (ii) if applied to seismic data, it can provide a fascinating and instructive complement to the "wiggly line" representation of earthquake time series used in the classical seismogram.

For the general public, "Data Sonification" can be used during dissemination events to make the experience completely immersive. Furthermore, it has the exceptional added value of reaching the visually impaired public during dissemination events.

DIPHER-22 Team

Working group on Gender and Diversity of professors, permanent scientific and administrative staff and doctoral researchers.

Organisation of origin: Friedrich-Alexander Universität Erlangen-Nürnberg (FAU)

Dimensions of diversity:
Ethnic / Cultural / migration background; Sexual identity (including LGBT+)

#11 Conference 'DIPHER-22-Diversity in Physics for the Diversity of Physics Erlangen 2022'

The concept for DIPHER-22 is based on the experience with the round-tables which have been held regularly once each semester since the post-pandemic period and offer a very good format for informal exchange. The roundtable discussions take place after a talk in the colloquium of the Department of Physics and addresses various topics related to gender and diversity, which are closely coordinated with the speakers in advance. The DIPHER-22 team feels that this exchange of experiences is very valuable not only for the participants,



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

but also for the organizers, as they receive feedback from the faculty in this way that is often not readily communicated through the "official" channels such as the women's representatives and/or the Physics Diversity Network.

To be able to develop and implement practicable and meaningful concepts for gender and diversity from within the department and together with the department and beyond, the group decided to further expanded this strategy with **conference 'DIPHER-22-Diversity in Physics for the Diversity of Physics-Erlangen 2022'**. The conference took place in close cooperation with the Max Planck Institute for the Physics of Light (MPL) (<https://mpl.mpg.de>), the graduate school "Engineering of Advanced Materials" (<https://www.eam.fau.eu/graduate-school/>), as well as the DFG collaborative research center QuCoLiMa (<https://www.qucolima.de>), the DFG-research group e-RO-STEP (<https://www.ero-step.de>) and the elitegraduate program in Physics (<https://www.physics-advanced.de>).

Firstly, the group deliberately chose thematic diversity to appeal to all members of the Department of Physics and the MPL and therefore selected scientific talks from three scientific pillars of the Department - both experimental and theoretical physics: Physics of Life, Physics of Light and Matter, and Physics of the Universe.

In addition to the scientific talks, the group asked all speakers to briefly share their personal experiences on the topic of gender and diversity as part of their presentation, which they were able to shape individually. The program also included talks by physicists Amelia Ortiz-Gil and Jessica Wade on 'Inclusive Outreach in Astronomy' and 'Science, Society and Storytelling'. In addition, they also invited speakers from the field of social sciences and science studies (Prof. Maria Rentetzi, Prof. Annette Scheunpflug and Prof. Martina Erlemann), which was a great thematic enrichment for the conference. As forums for further exchange, **panel discussions on 'Reconciling Family and Career' and 'Migration to Germany'** were organized, as well as round tables with the focus on 'Sharing one's own experiences with gender and diversity' in a discussion. The seminar on 'Unconscious Bias' was met with great interest among all participants.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Ildikó Furka, senior lecturer, Centre for Modern Languages, Faculty of Economic and Social Sciences

Organisation of origin: Budapest University of Technology and Economics

Dimensions of diversity:

Ethnic / Cultural / migration background; Education background (alternative pathways, lifelong learner); Religious background / beliefs

#12 ‘Intercultural forum – cultural values in international higher education’

The Intercultural forum - cultural values in international higher education is a **lecture-based, reflective, experience-sharing series of events for those who teach or work with international students at the Budapest University of Technology and Economics, and the students themselves.**

The series of events firstly provides an opportunity for participants to get acquainted with theoretical backgrounds of cultural value orientations, such as power distance, individualism and context dependence, to name a few. Secondly, the values of different national and regional educational backgrounds are examined. **Questions such as what the roles and responsibilities of students and lecturers in different cultures and levels of educations are**, or how much authority should and does a student have over their learning path are asked in order to help participants **reflect on their own existing learning and teaching styles and value systems**. Finally, the event propagates exchanging experiences in the educational settings, pinpointing working strategies to bridge cultural and educational gaps, actively listening to problems others might face and **finding solutions together** that might work not only for the actual participants but any stakeholder in general in international higher education.

A clear and narrowed down, yet essential grasp of cultural value orientations combined with reflective individual and group work activities offers participants to become aware of their own values driving their classroom behaviour, thereby providing a chance to reflect on their existing practices and their effectiveness. Professional facilitating provides a safe and welcoming atmosphere that helps share experiences with peers. Realizing one is not alone with their issues or difficulties international higher educational settings can take off a huge psychological burden. Adapting others’ practical solutions to one’s own issues can create a change in actual classroom.

The series of events described targets cultural competence development at the level of awareness raising and skills development, as well as creating an inclusive and safe environment for exchanging successful practices.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811

Loredana Manasia, Associate professor, Department of Teacher Education and Social Sciences.

Organisation of origin: University POLITEHNICA of Bucharest

Dimensions of diversity:
Socio-economic background

#13 'TechExplorers Workshops'

One notable example of a good practice within the University POLITEHNICA of Bucharest was the TechExplorers Workshops organized by the Learninno Educational Innovation Hub. **The initiative involved a group of Master's and PhD students who collaborated with pupils from disadvantaged areas, introducing them to the technologies of the future.**

These Master's and PhD students recognized the importance of bridging the technology gap and ensuring equal access to opportunities in the research and innovation fields. They organized a series of workshops called "TechExplorers," where they engaged with pupils from underprivileged schools in hands-on activities and interactive demonstrations.

During these workshops, the PhD students introduced the pupils to cutting-edge technologies, such as robotics, virtual reality, and artificial intelligence. They explained the principles behind these technologies in a simple and engaging manner, encouraging the pupils to explore and experiment with the devices themselves.

The collaboration also extended beyond the workshops. The PhD students acted as mentors, providing guidance and support to the pupils as they embarked on small projects, designing and building their own simple robots. This hands-on experience allowed the pupils to apply the concepts they had learned and sparked their interest in pursuing STEM-related fields.

Through their dedication and efforts, the students not only exposed the pupils to future technologies but also instilled in them a sense of empowerment and curiosity. The pupils gained confidence in their abilities and developed a passion for exploring the possibilities that technology offers.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Diana Stoica, Lecturer

Organisation of origin: University POLITEHNICA of Bucharest

Dimensions of diversity:

Ethnic / Cultural / migration background

#14 'The Other is You'

Diana Stoica hosted several **cultural fairs** along the years (she has been working with foreign students, in a multicultural class, for almost 20 years) **where students could share their traditional costumes, food, customs and traditions**. They also taught their classmates some folk dances and shared recipes from their countries.

Alessandro Gazzetti (undergraduate), Valerio Cancian (undergraduate), Francesco Bacherini (undergraduate), Anna Pagnacco (undergraduate), Sara Barsanti (support staff), Prof. Nicola Vitiello (professor delegate to Social Mobility for SSSA)ç

Organisation of origin: Scuola Superiore Sant'Anna of Pisa

Dimensions of diversity:

Ethnic / Cultural / migration background; Socio-economic background

**#15 'Merit and Social Mobility initiative'
(in Italian MEMO, merito e mobilità sociale)**

ME.MO. is an **orientation and tutoring initiative that aims to support the university choice of students from fragile socio-economic and cultural backgrounds**. Specifically, our aim is to **reach high school students (HSS) throughout Italy whose parents are not university graduates**. The programme is run by about 70 university students who act as tutors and mentors for HSS for almost a year.

ME.MO. offers an orientation course to assist and support them in the delicate phase of choosing a university, through a strong and continuous exchange of experiences, stories and knowledge sharing between HSS and undergraduates from SSSA and other collaborating universities (including SNS).

The initiative includes regional meetings throughout Italy, group work and distance activities, and three residential internships at the SSSA. Specifically, the regional meetings are organised to discuss the university opportunity with the undergraduates, in terms of how the university works, how to obtain scholarships and other accessibility issues. During the residential internships, HSSs will meet with researchers, academics and leading personalities from society to discuss how to consciously choose their future. The programme is completely free of charge for HSSs.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

6 Annexes

6.1 Template of the survey: Mapping EELISA partners practices regarding diversity, with a special focus on diversity among academic staff and researchers and collection of good practices

Q1a. Dimensions of diversity. Which aspects and dimensions of diversity do you address at your institution? Please tick all applicable, distinguishing between students, academic staff and non-academic staff.

	Students	Academic staff	Non-academic staff
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnic/ cultural / migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual identity (including LGBT+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education background (alternative pathways, lifelong learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caring responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious background/beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q1b. Dimensions of diversity. Open question. Please include any comment or clarification you consider fit.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q2a. Data. Does your institution collect data on a systematic way? What data do you collect about your students and staff that is of relevance to diversity, equity and inclusion? Please tick all applicable below.

	Students	Academic staff	Non-academic staff
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnic/ cultural / migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual identity (including LGBT+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education background (alternative pathways, lifelong learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caring responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious background/beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We do not collect any of these data in a systematic way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2b. Data. How do you use these data in the framework of your diversity, equity and inclusion activities? Please tick all applicable for each group.

	Students	Academic staff	Non-academic staff
For transparency, accountability and external reporting purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To identify disadvantaged/less represented people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To identify different needs of diverse groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To raise awareness about specific activities/support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To measure performance and impact of our activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To monitor study progress/ careers of specific groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We do not use these data in a systematic way for our activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other			



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q2c. Data. Do you at your institution work with quantitative targets as regards the number/share/percentage of students or staff from (certain) disadvantaged or less represented groups? Please tick all applicable.

	Students	Academic staff	Non-academic staff
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnic/ cultural / migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual identity (including LGBT+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education background (alternative pathways, lifelong learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caring responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious background/beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2d. Data. Open question. Please include any comment or clarification you consider fit.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q3a. Approach and institutional structures. At which level are diversity, equity and inclusion topics addressed in your institution?

At central level	<input type="checkbox"/>
At faculty level	<input type="checkbox"/>
At departmental level	<input type="checkbox"/>
Other, please specify	

Q3b. Approach and institutional structures. Who is in charge of implementing your institution's activities in relation to diversity, equity and inclusion? Please tick all applicable.

Administrative staff member(s) at central level	<input type="checkbox"/>
Specific office	<input type="checkbox"/>
Vice-rector with specific responsibility for diversity, equity and/or inclusion	<input type="checkbox"/>
Vice-rector for learning, teaching, education	<input type="checkbox"/>
Administrative staff member(s) at faculty/departmental level	<input type="checkbox"/>
Academic teaching staff	<input type="checkbox"/>
Vice-rector for research, innovation	<input type="checkbox"/>
Academic research staff	<input type="checkbox"/>
Vice-rector for internationalisation	<input type="checkbox"/>
No formal responsibility is allocated, all voluntary	<input type="checkbox"/>
I do not know	<input type="checkbox"/>

Q3c. Approach and institutional structures. Why is the topic of equity, diversity and inclusion of importance to your institution? Please tick all applicable options from the list below.

It is an explicit value for our institution	<input type="checkbox"/>
It is part of the institution's social responsibility.	<input type="checkbox"/>
It is a legal obligation.	<input type="checkbox"/>
It is part of our strategy to recruit students.	<input type="checkbox"/>
It is part of our strategy to recruit staff.	<input type="checkbox"/>
It is required by the performance/development contract between the institution and the responsible public authority	<input type="checkbox"/>
It is needed for the allocation of public funding.	<input type="checkbox"/>
There are quotas for students with diverse backgrounds.	<input type="checkbox"/>
There are quotas for staff with diverse backgrounds.	<input type="checkbox"/>



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q3d. Institutional structures. Open question. Please name and describe the structures (no limit), **indicating the number of people** who work in each unit.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q4a. Measures What activities and measures do you have in place at your university to ensure diversity, equity and inclusion? Please tick all applicable from the list below.

	Student	Academic staff	Non-academic staff
Awareness raising among university community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance, counselling, mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time study or part-time working options, flexible courses, flexible working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training for teaching staff on inclusive teaching methods and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code of conduct /non-discrimination policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures for staff with caring responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural communication training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailored support / personal coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-bias training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quotas for students from certain background/groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q4b. Measures What activities and measures do you have in place at your university to ensure diversity, equity and inclusion for university staff?
Open question. Please name and briefly describe the most important measures for each dimension of EDI.

Disability	
Ethnic/ cultural / migration background	
Socio-economic background	
Sexual identity (including LGBT+)	
Education background (alternative pathways, lifelong learner)	
Caring responsibilities	
Religious background/beliefs	
Age	



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q5a. Success and barriers. What are the top three success factors of your activities towards diversity, equity and inclusion? Please select the three most important ones from the list below.

Commitment and support of the institutional leadership	<input type="checkbox"/>
Direct involvement of the target group(s) in developing & implementing the strategy & activities	<input type="checkbox"/>
Involvement of the entire university community	<input type="checkbox"/>
Additional financial/staff resources made available	<input type="checkbox"/>
Government support (at which ever level relevant)	<input type="checkbox"/>
Diverse learning environments improving the student's experience	<input type="checkbox"/>
Diverse teams doing better research	<input type="checkbox"/>
Other, please specify	

Q5b. Success and barriers. What are the barriers to diversity, equity and inclusion that you face at your institution? Please look at each of the barriers and indicate whether it is or was a challenge.

Lack of funding & other resources	<input type="checkbox"/>
Lack of awareness about the issue within the university community	<input type="checkbox"/>
Difficulties to identify and reach students/staff from target group	<input type="checkbox"/>
Difficulties with data collection relevant for the topic	<input type="checkbox"/>
Lack of information/training opportunities on the issue for students/staff	<input type="checkbox"/>
Lack of consensus/support for the issue within the university community	<input type="checkbox"/>
Lack of government support (at which ever level is relevant)	<input type="checkbox"/>
Lack of qualified staff to deal with the issue	<input type="checkbox"/>
Lack of concrete activities to address the issues	<input type="checkbox"/>
Lack of a strategic approach to the topic	<input type="checkbox"/>
Lack of support from the university leadership	<input type="checkbox"/>
Other, please specify	

Q5c. Success and barriers. Open question. Please include any comment or clarification you consider fit.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q6a. External support. What type of external support does your institution receive to develop and implement strategies and/or activities towards diversity, equity and inclusion? Please select all applicable.

Peer learning and good practice exchange through professional networks	<input type="checkbox"/>
External project funding	<input type="checkbox"/>
Staff training opportunities	<input type="checkbox"/>
Professional consultancy, specific expertise on a certain aspect	<input type="checkbox"/>
Special grants for students from underrepresented/disadvantaged groups	<input type="checkbox"/>
Additional public funding related to diversity, equity and inclusion	<input type="checkbox"/>
Other, please specify	

Q6b. External support. Open question. Please include any comment or clarification you consider fit.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811

Q7. Good practices

Please select and describe **two good practices** from your institution **regarding diversity among research and academic staff and/or administrative staff**. The selected good practices should address any of the dimensions of research, **except gender**. Dimensions: disability; ethnic/ cultural / migration background; socio-economic background; Sexual identity (including LGBT+); Education background (alternative pathways, lifelong learner); Caring responsibilities; Religious background/beliefs; age.

We are excluding gender as a dimension and students as a target group, since these aspects have already been mapped and dealt with under EELISA.

Good practice 1

Good practice 2



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811