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# The Gender Equality Strategy and the Gender Equality Plan 2026-2029

for the Research Center TRANSCED IRO

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## Abbreviations and definitions

GE	Gender equality
GEP	Gender equality plan
HR	Human Resources
Sex	Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Gender	The behavioural, cultural, or psychological traits typically associated with one sex ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Sex vs Gender	A clear delineation between sex and gender is typically prescribed, with sex as the preferred term for biological forms, and gender limited to its meanings involving behavioural, cultural, and psychological traits. In this dichotomy, the terms male and female relate only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to psychological and sociocultural traits (gender) ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )

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## Introduction

The Gender Equality (GE) strategy for 2026-2029 was developed by the research center TRANSCED IRO on the basis of input from the entire research center and takes into account everyone who works at our research center. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers<sup>1</sup>, 2015-2019, the European Gender Equality Strategy 2020-2025<sup>2</sup> and the Horizon Europe guidance on gender equality plans<sup>3</sup>.

The motivation for developing the GE strategy is to ensure that our research center is a safe place for everyone, and all activities and processes that take place respect the principles of equality, diversity, inclusiveness and non-discrimination.

Based on the GE strategy, the research center developed the GE Plan (GEP) for 2026-2029, with concrete actions and measures, as well as indicators for measuring progress of its implementation and revisions.

Enforcing its mission and values, the GE strategy and the GEP of the research center TRANSCED IRO ensure and promote equality and diversity to knowledge and the acquisition of skills to all. The objectives of the GE strategy are implemented through specific actions that aim at safeguarding an equal and inclusive organizational culture and promoting gender-equality at all levels. As such, the GE strategy and the GEP will pro-actively enable, gender equality awareness raising, skills and competences; gender balance in decision-making structures and processes, including recruitment; gender equality in research; and integrating the gender dimension in the entire research process.

## I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, the management of the research center TRANSCED IRO appointed a GE officer to conduct a literature review of the existing requirements, policies, recommendations, examples and case studies pertinent to

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<sup>1</sup> [https://cdn2.euraxess.org/sites/default/files/policy\\_library/ttf\\_goal\\_2\\_results\\_v1.0.pdf](https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf)

<sup>2</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>3</sup> <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1>



discrimination, inclusiveness and gender equality, with a special focus on research performing organisations (RPOs).

The resources used in this literature review study are presented in Annex 1.

## II. Diagnosis (data collection and analysis)

### II.1. Data collection

The following indicators were selected at the research center TRANSCED IRO as relevant for the discussion on gender equality issues:

- Staff numbers by sex/gender at all levels, by domains, function (including researchers, administrative / support staff, and functions)
- Numbers of women and men in research and administrative decision-making positions (e.g., top management team, boards, committees, recruitment and promotion panels);

#### 1. Women and men in leadership positions

**Table 1. Research center TRANSCED IRO management**

	Woman	Man
Head of Department (Coordinator)		1
<b>TOTAL</b>		<b>1</b>

**Table 2. Other Heads of research center structures / units (independent units, other than research):**

	Woman	Man
Manager IRO	1	
Economic Director	1	
Head of Service – Human Resource	1	
Public Procurement Unit		1
IT		1
Legal Office	1	
<b>TOTAL</b>	<b>4</b>	<b>2</b>



## 2. Women and men – research staff

**Table 3. Total number of research staff, per department**

	<b>Experienced researchers (CS I, CS II, CS III)</b>	<b>Early -stage researchers (CS and ACS)</b>	<b>Other Administrative staff</b>	<b>Total women</b>	<b>Total men</b>
Research department 1	9 / 5 Total Number / Women	4 / 2 Total Number / Women	3 / 2 Total Number / Women	9	7
	9 / 4 Total Number / Men	4 / 2 Total Number / Men	3 / 1 Total Number / Men		
<b>Total women</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>9</b>	
<b>Total men</b>	<b>4</b>	<b>2</b>	<b>1</b>		<b>7</b>

## 3. Women and men – administrative and support services

**Table 4. Total number of women and men in administrative and support services**

	<b>Women</b>	<b>Men</b>
Office administration support (secretaries)	1	-
IT support services	-	2
Archives	-	1
Building administration	2	2
Human Resources	7	-
Public Procurement Unit	5	2
Storing unit	1	2
<b>TOTAL</b>	<b>16</b>	<b>9</b>

## II. 2. Data analysis

We conducted internal analyses of the data collected, and reviews of existing policies addressing gender equality and inclusiveness. The analyses took place in workshops, meetings



and working seminars at all levels, with the gender equality function assigned for developing the GEP (*GEP officer*) and including the institute management, research staff of TRANSCEND IRO and representatives of research center administrative and support services. Each and all working groups included even numbers of men and women.

The conclusions of the internal assessment were then analysed and approved by the staff of TRANSCEND IRO

The manager of IRO committed to the development and implementation of the GEP for the research center TRANSCED IRO, for 2026-2029.

## **1. Quantitative analysis of data**

The analysis of numerical data illustrated that:

- There are more women than men in leadership positions at department level;
- On average, the number of women and men in research positions, i.e., experienced researcher and early-stage researcher, is even, reflecting good existing recruitment practices in the research center

## **2. Qualitative analysis of data**

The qualitative research showed that:

- Combining work and family life – women more often declare that they are responsible for most of family duties
- The expectation of international mobility is more difficult for women to reconcile with taking care of children and other dependents
- Women do more housework; maternal responsibilities delay research work and discourage women from taking up administrative positions
- Women with children do not take longer trips abroad, they publish less, become less involved in the social life of the department, and less frequently decide to take up administrative positions
- The gender dimension is not yet well integrated in research
- The research center is perceived as a safe place, without gender-violence
- The research center is overall perceived as inclusive



- Stereotypes and prejudices translate into behaviours, such as condescending treatment, refusal to recognise the substantive training of women due to their style of self-presentation, which is less confrontational, for instance
- There is a noticeable lack of procedures and knowledge about the gender equality, inclusiveness and non-discrimination

The important conclusions of the internal analysis at the research center TRANSCED IRO are:

We need to develop a gender strategy and a GEP for 2026-2029, with clear actions and targets, and responsible person.

### III. GE strategy and GEP

Based on the internal review and the national and European policies and requirements, the Manager committed to developing the institute strategy for gender equality for 2026-2029, and the corresponding GEP.

IRO already has the function of GE officer. The GE officer has a proactive role in implementing and monitoring the GE strategy.

Specifically, the GE officer contribute to setting up, implement, monitor and evaluate the GEP; provide practical support and tools to the actors involved in the GEP implementation; cooperate with and engage stakeholders at all levels in order to ensure the implementation of the GEP's actions; raise awareness about the benefits of gender equality in the research center; assess the progress towards gender equality in the center.

The institute management mandated the GE officer at the institute to develop the GE strategy and the GEP 2026-2029. If the case, the GE officer will benefit of the advice of an external advisor (*for example, from UEFISCDI, as the author of the first GEP for a public organization in Romania, or other relevant organization*).



### III.1. GE Strategy 2026-2029

The GE Strategy comprises the following areas of intervention and objectives for 2026-2029:

Area of intervention	Objective(s)
<b>1. Work-life balance and organisational culture</b>	Promoting integration of work with family and personal life
<b>2. Gender balance in leadership and decision-making</b>	Promoting gender equality in the institutional culture, processes and practice
<b>3. Gender equality in recruitment and career progression</b>	Promoting processes to favour and support gender-sensitive recruitment, career and appointments
<b>4. Integration of the gender dimension into research content</b>	Promoting a gender and sex perspective in research process Promoting the integration of a sex and gender perspective in research activity
<b>5. Measures against gender-based violence, including sexual harassment</b>	Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

### III.2. GE Plan 2026-2029

The GE Plan at the research center TRANSCEND IRO comprises areas of intervention, objectives, key measures, target audience, timeline, responsible person, and indicators to measure progress.



**Area 1. Work-life balance and organisational culture**

**Objective: Promoting integration of work with family and personal life**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2026	2027	2028	2029		
1. Availability of policies, procedures at the research center for promoting integration of work with family and personal life	Researchers, technical and administrative staff		X	X	X	Policies, procedures for work and personal life integration	GE officer
2. Feasibility plans for the creation of new welfare services	Researchers, technical and administrative staff		X	X	X	Policies, procedures for work and personal life integration	GE officer
3. Implementation of ICT-based systems for enhancing flexibility and improving a better planning of working meetings accordingly to work life balance needs (e.g., management and communications of the meeting schedule/timing)	Researchers, technical and administrative staff	X	X	X	X	Standard procedure for ICT-based systems promoting work and personal life integration	GE officer
4. Availability of flexible working times arrangements, from part-time to remote working	Researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	GE officer



## Area 2. Gender balance in leadership and decision-making

**Objective: Promoting gender equality in the institutional culture, processes and practice**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2026	2027	2028	2029		
1. Appointing delegates in departments/centres, with a proactive and/or consultant role to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Researchers, technical and administrative staff	X	X			Gender equality policy and structures	GE officer
2. Routine revision of any text, communication, images, from a gender equality and diversity standing point	Researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	GE officer
3. Promotion of initiatives to facilitate a widespread gender competence at all levels of the organization with provision of training to staff and researchers	Researchers, technical and administrative staff	X	X	X	X	Awareness training on gender equality issues	GE officer



### Area 3. Gender equality in recruitment and career progression

**Objective: Promoting processes to facilitate and support gender-sensitive recruitment, career and appointments**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2026	2027	2028	2029		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-sensitive recruitment, career and appointments	Research institute management	X	X	X	X	Gender awareness initiatives and guidelines	GE officer
2. Courses and training on gender equality	Researchers, technical and administrative staff	X	X	X	X	Courses and training for recruitment  Courses and training for career progression  Courses and training for leadership	GE officer
3. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models  Initiatives for	GE officer



							raising awareness on gender diversity in research teams	
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#### Area 4. Integration of the gender dimension into research content

##### Objectives:

- Promoting a gender and sex perspective in research process
- Promoting the integration of a sex and gender perspective in research activity

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2026	2027	2028	2029		
1. Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Researchers, scientific community	X	X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	Researchers, GE officer
2. Development, communication and implementation of standards for the incorporation of the sex and gender variables into research	Researchers		X	X	X	Participation in training seminars on integrating sex/gender analysis methods  Perception of the gender/sex	Researchers, GE officer



						variables in research contents	
3. Institutional recognition within the research institute of those projects that have taken the gender dimension into account. (e.g., prizes)	Researchers, scientific community		X	X	X	Awarded projects	GD Researchers
4. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models  Initiatives for raising awareness on gender diversity in research teams	GE officer
5. Workshops on the integration of gender equality and diversity issues in research activity, as support for research staff	Researchers		X	X	X	Training seminars or guidelines on integrating sex/gender in research activity	GE officer
6. Courses and training tools in all departments and at all levels (experienced or early researchers) on sex and gender variables	Researchers		X	X	X	Courses on specific gender dimensions, per research activity	GE officer



**Area 5. Measures against gender-based violence, including sexual harassment**

**Objective: Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2026	2027	2028	2029		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Researchers, technical and administrative staff		X	X	X	Participation in training, per categories  Skills acquired in relation to identifying and responding to discrimination and violence phenomena	GE officer
2. Develop internal (center) electronic tool (website/platform) supporting information and education, as well as allowing the reporting of sexual harassment and discrimination	Researchers, technical and administrative staff	X	X	X	X	Dedicated research center website/platform, number of visits, number of real-case situations reported and solved	GE officer
3. Reinforce de Code of Ethics of the center with	Researchers,	X	X	X	X	Initiatives for	GE officer



provisions against gender-based violence, including sexual harassment	technical and administrative staff					raising awareness on female role models  Initiatives for raising awareness on gender diversity in research teams	
4. Awareness campaign highlighting diversity and inclusiveness in the scientific community and encouraging prevention of discrimination in various areas	Researchers, technical and administrative staff	X	X	X	X	Awareness campaign	GE officer



## IV. Monitoring and evaluation of the GEP

The implementation of the GEP at the research center TRANSCED IRO, the progress against the GE strategy aims and objectives are regularly assessed, through periodic meetings. The implementation of the GEP will be permanently monitored by the GE officer at the center. The GE officer is responsible with collecting data and input. She will perform a first analysis of the progress of the GEP (against the indicators), gather knowledge and feedback.

The GE officer will conclude findings reports (once a year), which are then presented to the research center management and discussed. These meetings will provide valuable conclusions on the implementation of the GEP. These meetings will also provide comments and recommendations that will enable adjustments and improvements to interventions on the GEP for the following year.

The periodic reports allow the continuous review of the impact of the GEP as well as keeping the wider community informed and engaged in the progress towards gender equality. The review of progress reports includes qualitative information as well as quantitative data, such as updates on human resource data disaggregated by sex, monitoring data to keep track of the implementation of key actions.

After their conclusion and adoption by the research center management the periodic (annual) GE progress report is published on the research center website and communicated to the entire scientific community.

Regional Institute of Oncology / Institutul Regional de Oncologie Iași

Manager

Ec. Mirela Grosu

This GEP was approved by the Manager **09.01.2026** and has been made available on the IRO website, thus being communicated to all of the TRANSCED IRO employees and to everyone interested.



## Annex 1. Horizon Europe recommended methodology and areas of intervention for the gender equality plan

Gender equality is a fundamental value of the European Union. Gender equality benefits research and innovation (R&I) by improving the quality and relevance of R&I, attracting and retaining more talent, and ensuring that everyone can maximise their potential.

There has been demonstrable progress towards gender equality in the European Research Area (ERA), but data shows there is still significant work to be done. Gender equality goals can only be achieved through a structural approach to change across the whole European R&I system, entailing the joint commitment of R&I organisations, their funders and national authorities, and the European Commission.

The introduction of the Gender Equality Plan (GEP) eligibility criterion aims to support these efforts, reflecting the Horizon Europe legal basis which strengthens gender equality as a cross-cutting priority.

Individual organisations applying to any part of Horizon Europe, and belonging to the following categories of legal entities established in EU Member States or Associated countries, are all required to have a GEP as of calls for proposals with deadlines in 2022 onwards:

- Public bodies, such as research funding bodies, national ministries or other public authorities, including publicfor-profit organisations;
- Higher education establishments, public and private;
- Research organisations, public and private.

The Horizon Europe Guidance on Gender Equality Plans is designed to support these organisations in meeting the GEP eligibility criterion.

A GEP is a set of commitments and actions that aim to promote gender equality in an organisation through institutional and cultural change. When developing a GEP there are some essential elements – ‘building blocks’ – which must be included.

To comply with the Horizon Europe GEP eligibility criterion, a GEP must meet four mandatory process-related requirements:

**1. Public document:** The GEP must be a formal document published on the institution’s website, signed by the top management and actively communicated within the institution. It should



demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them.

**2. Dedicated resources:** a GEP must have dedicated resources and expertise in gender equality to implement the plan. Organisations should consider what type and volume of resources are required to support an ongoing process of sustainable organisational change.

**3. Data collection and monitoring:** organisations must collect sex/ gender disaggregated data on personnel (and students, for the establishments concerned) with annual reporting based on indicators. Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an 1 REGULATION (EU) 2021/695 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 28 April 2021 establishing Horizon Europe – the Framework Programme for Research and Innovation, laying down its rules for participation and dissemination, and repealing Regulations (EU) No 1290/2013 and (EU) No 1291/2013 and COUNCIL DECISION (EU) 2021/764 of 10 May 2021 establishing the Specific Programme implementing Horizon Europe – the Framework Programme for Research and Innovation, and repealing Decision 2013/743/EU 6 annual basis. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress.

**4. Training:** The GEP must also include awareness-raising and training actions on gender equality. These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process. Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training that focuses on specific topics or addresses specific groups.

In addition to these four mandatory requirements, there are also five recommended content-related (thematic) areas that organisations may wish to consider in their GEP:

**1. Work-life balance and organisational culture:** GEPs aim to promote gender equality through the sustainable transformation of organisational culture. Organisations should implement necessary policies to ensure an open and inclusive working environment, the visibility of women in the organisation and externally, and that the contribution of women is properly valued. Inclusive work-life balance policies and practices can also be considered in a GEP, including



parental leave policies, flexible working time arrangements and support for caring responsibilities.

**2. Gender balance in leadership and decision-making:** Increasing the number and share of women in leadership and decision-making positions touches upon all aspects in the GEP. Measures to ensure that women can take on and stay in leadership positions can include providing decision-makers with targeted gender training, adapting processes for selection and appointment of staff on committees, ensuring gender balance through gender quotas, and making committee membership more transparent.

**3. Gender equality in recruitment and career progression:** Critically reviewing selection procedures and remedying any biases can ensure that women and men get equal chances to develop and advance their careers. Establishing recruitment codes of conduct, involving gender equality officers in recruitment and promotion committees, proactively identifying women in underrepresented fields and considering organisation-wide workload planning models can be important measures to consider in a GEP.

**4. Integration of the gender dimension into research and teaching content:** The GEP should consider how sex and gender analysis will be included in the research or educational outputs of an organisation. It can set out the organisation's commitment to incorporating sex and gender in its research priorities, the processes for ensuring that the gender dimension is considered in research and teaching, and the support and capacity provided for researchers to develop methodologies that incorporate sex and gender analysis. Research funding and research performing organisations both have a role to play in ensuring this.

**5. Measures against gender-based violence, including sexual harassment:** Organisations establishing a GEP should consider taking steps to ensure they have clear institutional policies on sexual harassment and other forms of gender-based violence. Policies should establish and codify the expected behaviour of employees, outline how members of the organisation can report instances of gender-based violence and how any such instances will be investigated and sanctions applied. They should also consider how information and support is provided to victims or witnesses and how the whole organisation can be mobilised to establish a culture of zero tolerance toward sexual harassment and violence.

An effective GEP should be founded on a model of change that identifies the problems it seeks to address, their



causes and desired outcomes, including targets, it should detail the set of activities that are required to achieve the aims, and indicators to monitor progress. A GEP should engage the whole organisation, from senior leaders to staff, students (in the case of a teaching organisation) and stakeholders, and it should form ongoing process that encourages self-reflection and review of processes and practices.

All organisations applying for Horizon Europe funding must submit a self-declaration at the proposal stage, through a specific questionnaire confirming they have a GEP in place. This declaration will later be included in the entity validation process. If the four mandatory requirements are met through another strategic document, such as an inclusion or diversity strategy, it will be considered as a GEP equivalent



## Annex 2. Horizon Europe recommended indicators for data collection and analysis

(Source: Horizon Europe guidance on gender equality plans, <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1>)

Relevant data on gender equality for all organisations can include:

- Staff numbers by sex/gender at all levels, by disciplines, function (including administrative / support staff) and by contractual relation to the organisation;
- Average numbers of years needed for women and men to make career advancements (per grade and by discipline);
- Wage gaps by sex/gender and job;
- Numbers of women and men in academic and administrative decision-making positions (e.g. top management team, boards, committees, recruitment and promotion panels);
- Numbers of female and male candidates applying for distinct job positions;
- Numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation;
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave;
- Number of absence days taken by women and men and according to absence motive;
- Number of training hours/credits attended by women and men;

Specific data on gender equality relevant to research performing organisations (RPOs) may include:

- Number of female and male students at all levels and for all disciplines, and academic and employment outcomes;
- Share of women and men among employed researchers;
- Share of women and men among applicants to research positions, among persons recruited and success rate, including by scientific field, academic position, and contract status;
- Share of women and men in recruitment or promotion boards, heads of recruitment or promotion boards and share of decision-making bodies, including by scientific field.



## Annex 3. List of sources used for the literature review

(in alphabetic order)

Council of Europe Gender Equality Commission,

<https://www.coe.int/en/web/genderequality/gender-equality-commission>

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes – Recommendations for a Gender Sensitive Application of Excellence Criteria,

[https://eige.europa.eu/sites/default/files/festa\\_gender\\_issues\\_recruitment\\_appointment\\_promotion.pdf](https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promotion.pdf)

EU Strategy for Gender Equality 2020-2025, [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

EUA - Universities' Strategies and Approaches towards Diversity, Equity and Inclusion, <https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-diversity-equity-and-inclusion.pdf>

EUCEN - Diversity, Equity and Inclusion in European Higher Education Institutions, [https://eua.eu/downloads/publications/web\\_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf](https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf)

European charter & code of conduct for the recruitment of researchers,

[https://cdn2.euraxess.org/sites/default/files/policy\\_library/ttf\\_goal\\_2\\_results\\_v1.0.pdf](https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf)

European Institute for Gender Equality, <https://eige.europa.eu>

GARCIA – Mapping organizational work-life policies and practices,

[https://eige.europa.eu/sites/default/files/garcia\\_report\\_mapping\\_org\\_work-life\\_policies\\_practices.pdf](https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-life_policies_practices.pdf)

Guidelines for using gender-sensitive language in communication, research and administration,

[https://eige.europa.eu/sites/default/files/reutlingen\\_university\\_guidelines\\_for\\_using\\_gender-sensitive\\_language.pdf](https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-sensitive_language.pdf)

Horizon Europe General Annexes, [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes\\_horizon-2021-2022\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf)

Horizon Europe guidance on gender equality plans, <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1>

LERU - Equality, diversity and inclusion at universities: the power of a systemic approach,

<https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities>

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations,

[https://eige.europa.eu/sites/default/files/se\\_gender\\_practical-guide.pdf](https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf)

Student evaluations of teaching (mostly) do not measure teaching effectiveness,

[https://eige.europa.eu/sites/default/files/science\\_open\\_research\\_student\\_eval\\_teaching\\_effectiveness.pdf](https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_effectiveness.pdf)