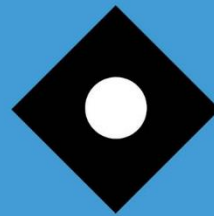


*Written by the Members
of the Work Package
Diversity and Gender
Equality*



Diversity & Gender Equality in ENHANCE

2021 ANNUAL REPORT

2021 Annual Report
Diversity and Gender Equality in ENHANCE

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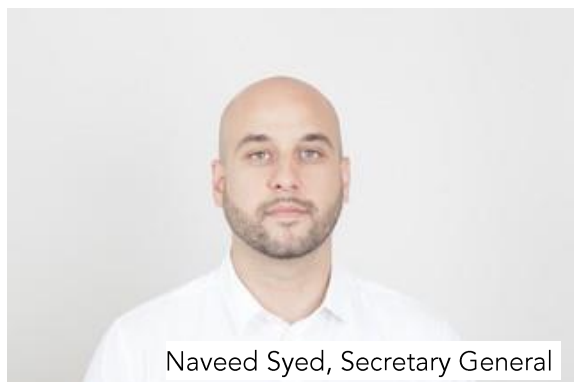
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Foreword by Secretary General



Diversity is a critical building block to unleash innovation. It requires a culture of equality as an essential multiplier to fully embrace the potential of people. As universities are learning institutions, they need to apply a “learn it all” culture on all levels to become empathetic and inclusive ecosystems. A prerequisite for excellence is the ability to attract talent. European Universities aspire to be international hubs for learning and research. For this, they need to offer stimulating experiences and high-quality output, which can only be ensured with diverse learning and research environments.

ENHANCE aims to become an Alliance that empowers people. Our member universities share a common belief that diversity and gender equality in their student bodies, faculties, and staff are crucial to provide excellent education. We know that diversity and gender equality challenge stereotyped preconceptions, encourage critical thinking, and help our students and staff to communicate with sensitivity. Furthermore, it prepares our students and staff to be good citizens in an increasingly complex and pluralistic world.

This report presents an action plan on how universities can promote diversity and gender equality and provide tools that can help ensure equal opportunities. Our hope is that this work

will provide guidance that goes beyond our association and informs relevant stakeholders and policymakers to create a constructive dialogue driven by our shared European values.

Foreword by Ombudsman



Educational opportunities and exchange within the European University should be equally accessible to all, regardless of their gender, personal or economic background, special needs, or family circumstances. We want to ensure that these factors are considered in all our activities. We want to foster gender equality in research and innovation in the spirit of the Ljubljana Declaration Gender Equality in Research and Innovation (2021). This report is one of the main tools we are going to use to monitor and present this in ENHANCE yearly. The report demonstrates for the first time the status quo on diversity and gender equality in our Alliance. As a benchmark, it helps us to identify the common challenges and monitor improvements within our impact-oriented diversity approach. We will also use this report to spread the word of diversity into the ENHANCE community. We hope that this report inspires everyone on our common journey toward more diversity and equality.

Our Alliance: United in Diversity

Seven leading technical universities in Europe founded the European Alliance, ENHANCE, at the end of 2020, thus pursuing the vision of a European university that, as an important part of European society, promotes a common identity, transcends borders, and strengthens the principles of innovation, inclusion, creativity, and responsibility. Our Alliance is based on the European values formulated in the Treaty of Lisbon – respect for human dignity, freedom, democracy, equality, the rule of law, and respect for human rights, including the rights of minorities. ENHANCE lays the foundation for unrestricted mobility of students, researchers, and staff within the network, the establishment and expansion of transdisciplinary research activities with societal stakeholders, and the joint strengthening of sustainable innovations and start-ups. In line with the UN Sustainable Development Goals, ENHANCE is focusing on the topics of climate action, smart and sustainable cities, digitalisation, and artificial intelligence in this phase.

The following universities are part of the ENHANCE Alliance: RWTH Aachen University (RWTH, Germany), Technische Universität Berlin (TUB, Germany), Chalmers University of Technology (Chalmers, Sweden), Norwegian University of Science and Technology (NTNU, Norway), Politecnico di Milano (PoliMi, Italy), Universitat Politècnica de València (UPV, Spain), Warsaw University of Technology (WUT, Poland).



- 231,000 Students
- 4,400 student and staff mobility in 5 years
 - 44,000 Staff (incl. 24,000 Academic Staff)
 - 83 Faculties
- 30 Associated Partners

Work Package: Diversity and Gender Equality

Diversity awareness and gender equality are core values of ENHANCE. We promote these values by ensuring the recognition of social, gender, and cultural diversity in all our activities. Diversity and gender equality lead to healthy organisations and to innovation. The ombudsman Melih Özkardes has been coordinating the work package Diversity and Gender Equality since the end of summer 2021. The following diversity and gender experts are actively and continuously involved in the work package with the Ombudsman:

Sara Thornadtsson Chavarria (CHALMERS)
Maria Saline (CHALMERS)
Janet Rautio Øverland (NTNU)
Silvia Barattieri (PoliMi)
Katrin Feldmann (RWTH)
Kathrin Philipp (TUB)
Diana María Ivizate González (UPV)
María Rosa Cerdá Hernández (UPV)
Jolanta Korkosz-Gębska (WUT)
Anna Smulska (WUT)
Dominika Frąk-Dudzińska (WUT)

Main Goals and Target Groups

This report presents three main goals of the work package to reach more diversity and gender equality in the Alliance. The following sections give an overview of them. Each goal consists of several concrete deliverables. We have also developed qualitative and quantitative indicators for each deliverable presented. This first report is the baseline of ENHANCE in relation to Diversity and Gender. This report will help us to capture the prospective results of ENHANCE and provides information on the initial situation. We will use this baseline to determine whether there

has been progress, or what results our Alliance achieved.

Our Main Target Groups:

- Underrepresented students and staff
- Students and staff with fewer opportunities*
- Students and staff with opportunities

*Definition of (young) people with fewer opportunities can be found in the Erasmus+ Program Guide and in the [Implementation guidelines](#) Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy (Published in 2021)





Photo: RWTH / Martin Braun

Goal #1

Ensure, Mainstream, and Control

A common nugget of wisdom in impact-oriented project management says, *"You cannot manage it if you cannot measure it"*. This motto gives us the foundation to act to ensure, mainstream and control Diversity and Gender Equality. There are several tools that will assist us in reaching this goal. Equality of opportunities is a central value of ENHANCE. The ombudsman is mandated to monitor and develop frameworks to provide equal access to educational opportunities and mobility, regardless of economic background, special needs, or family circumstances at each partner institution across the network. This section shows us

also whether the partner universities already have a clear Diversity and Gender strategy or not.

Deliverable

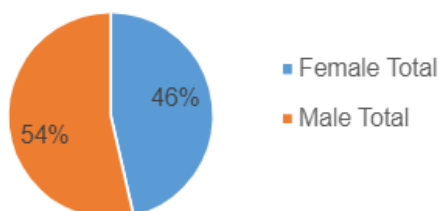
Defining target indicators for each deliverable and publishing this annual report belong to the first concrete actions to ensure, mainstream, and control diversity and gender equality in ENHANCE.

Deliverable

A concept for diversity and inclusion in Sustainable Entrepreneurship and Innovation (SEI) is currently being developed

in collaboration with SEI specialists from Chalmers. This will be presented in the next report.

Gender Balance in all ENHANCE activities (all participants)



* Considered events in 2021 (online or hybrid): ENHANCE Launch the Future; ENHANCE Conversations, TANDEM Language Programme, Summer School Warsaw, and Staff Week Valencia. In total: 685 participants

Status Quo at Partners:

Diversity and Gender Strategies

Chalmers has a diversity strategy that focuses on promoting gender equality and diversity in staff recruitment and the student admission process, including becoming more attractive to international talents. The action plan includes a learning and working environment. The strategy is available in English.

NTNU has a policy and action plan for Gender Equality and Diversity, which is also available in English.

In 2018, **PoliMi** launched a strategic programme for equal opportunities called POP – *Pari Opportunità Politecniche*. Since 2019, the gender dimension has been monitored through an Annual Gender

Budget, and in November 2021 the Academic Senate approved the first GEP (Gender Equality Plan). Furthermore, starting in 2020, a Unit dedicated to Equal Opportunities has been designed and implemented.

RWTH sees Diversity and Gender as a cross-cutting task in several strategy papers and programmes; this is evidenced by papers such as The Integrated Interdisciplinary University of Science and Technology – Knowledge. Impact. Networks. This online portal displays the main goals of all diversity activities. RWTH is implementing an action plan on gender equality (2017-2022) and is currently developing a new diversity strategy based on several existing papers and long-time experience. Furthermore, RWTH recently published an action plan on inclusion (in German).

TUB has a diversity strategy, which can be downloaded in English here. The current strategy focuses on first-generation students and gender diversity until 2022. Further focus areas will be developed.

UPV has an Equality Plan (2021-2024) which will be published by the end of 2021. The plan considers functional diversity or disability, LGBTI+ diversity, diversity of origin, and any other personal conditions as intersectional factors of women and men. The Equality Unit, which is under the direction of the Vice-Rector's Office for Art, Science, Technology, and Society, is responsible for the plan.

WUT is currently developing its Gender and Equality Plan (GEP). There is a Rector's commission, which was recently established to work on the Gender Equality Plan (GEP). WUT has a strategy of social responsibility which was published in 2021 (in Polish). This strategy also includes issues related to diversity. One of the focus points is to increase the accessibility of WUT buildings for people with physical disabilities.

Deliverable

Preventing biased results in mapping, profiling, or selection processes plays a central role to make diversity and gender equality mainstream. We will define and implement a process to prevent negative biases in all Alliance activities. It is important to recognize Unconscious Bias in judgements and decisions to avoid the following: Firstly, it will lead to poor decisions because of the incomplete and inaccurate evidence base. Secondly, it will lead to unfair treatment (particularly when linked to gender, ethnicity, disability, or some other characteristic). Unconscious bias can also result in microaggressions and discrimination. The outputs of this deliverable will also serve digital solutions, such as algorithms in the Work Package *One Campus*.

Target Indicators

As an outcome-oriented indicator, we want all ENHANCE Staff members involved in the selection processes of our events to be aware of

their unconscious bias by attending at least one unconscious bias training course. Summer schools, staff weeks, mobility activities (incl. virtual, long, and short term), participation in the European education pathways, research collaborations, and public events can be counted in this category.

- We will develop and disseminate a selection guideline with a practical checklist for all ENHANCE staff involved in relevant processes of ENHANCE activities. This guideline will support ENHANCE staff in designing the selecting process in a bias-free manner.
- We will invite 100% of ENHANCE staff involved in selection processes to attend a training on anti-bias and to use the selection guideline in their work.

Status Quo at Partners: Bias Prevention in the Alliance

Chalmers has specific requirements when selecting staff for higher positions; an application must address both genders. If it does not, the application is sent back for rewriting and a broader search. There are no guidelines for selecting participants for events or other educational activities.

NTNU has specific legal gender balance rules for all official committees and work groups. There are no guidelines for events. There are recruitment strategies to guide processes and check for biases. Diversity experience is required when recruiting new leaders at the university. A further development will be relevant for the next action plan from 2023 onwards.

PoliMi refers explicitly to bias prevention in the new GEP that foresees the development of guidelines and trainings to prevent biases and foster bias awareness in 2022. They will address faculty members and academic staff, but also administrative managers and students. PoliMi also offers a public MOOC "Embracing Diversity". This course promotes the inclusion of women and LGBT+ people to drive innovation in academic, social, and corporate environments.

RWTH has special rules for appointment procedures for professorships. There is an internal checklist written by the Equal Opportunities Office for all members of the selection committees to ensure that the selection process is as bias-free as possible. Job offers refer to the "positive discrimination" rule of women or people with disabilities. These groups are preferred when they have the same qualification for the position compared to a male candidate or to a candidate without disability. The HR department works with a strategy to promote internationality and ethnical diversity when selecting candidates. RWTH encourages candidates to send their job applications without photos.

TUB offers regular unconscious bias trainings for members of selection committees and for academic faculty members. Participation at these trainings is voluntary. TUB works with external trainers who also have knowledge of the state's anti-discrimination law.

UPV has different structures that deal with negative bias and discrimination experiences. Students and staff can file complaints or communicate any type of incident where possible discriminatory biases are suspected

- via the communication channel between the student body and the student delegation (dealing with low impact incidents) or
- via the UPV Equality Unit (Dealing with situations of sexual harassment, harassment based on sex, harassment based on sexual orientation, gender violence, harassment based on gender identity and/or expression.) or
- via the university Ombudsman (Acting as commissioner of the University Cloister for the protection of the rights and freedoms of the university community). UPV operates within the public sector regulations regarding the selection of personnel. This is completely based on equality criteria (without discrimination), merit (grade or evaluation obtained in the entrance exams), ability (meet the required academic requirements), and publicity (public announcement).

WUT has internal regulations in relation to selection processes. Every selection process in the recruitment of students or staff at the WUT is based on these regulations and on the generally applicable laws. The prohibition of direct or indirect discrimination, particularly on grounds of sex, age, disability, race, religion, nationality political beliefs, union membership, ethnic origin, religion, sexual orientation, is a fundamental right stemming from the Constitution and the Labour Law. It is also reflected in the regulations and internal orders of the university. That is why there are no specific guidelines or checklists to prevent biased results in selection processes. ENHANCE outputs can be used in the local setting. WUT has been presented with the European award HR Excellence in Research.



Photo: RWTH / Martin Braun

Goal #2

Empowering Underrepresented, Disadvantaged Groups

Empowerment is likely the most challenging task in this work package. The main question is how to empower, encourage, and support students and young researchers with fewer opportunities to start and successfully complete a degree in STEM and to participate in European mobility? This complex question receives a complex answer in this section.

Deliverable

We are currently developing [student-designed social media awareness campaigns](#) to encourage students with fewer opportunities to go abroad.

Target Indicators

- We will focus on measurable output-oriented indicators like number of views on social media channels, and number of campaign outputs. We want to produce five videos showing success stories of students with fewer opportunities.
- We will monitor the success of the campaign by observing the conversion rate of students enrolled in mobility (short term, long term, virtual).

Status Quo:

Mobility Promotion for Students with Fewer Opportunities

Chalmers focuses especially on students with disabilities. Furthermore, ethnicity (based on birthplace) and female students are underrepresented groups in general. The biggest challenge is to have actual numbers and statistics about disabilities and ethnicity. Chalmers has no specific activities within mobility for these target groups. Chalmers' Student Union organises a Diversity Week once a year. Mobility officers also organise regularly small-scaled information days to promote mobility.

NTNU has a department that assists students who would like to travel abroad for studies and students who arrive from other countries that need support. The students are usually persons with disabilities who need assistance to complete their studies.

PoliMi's international office promotes mobility for all students with fewer opportunities. They also organised a photo contest about diversity in mobility. The Equal Opportunities Unit also offers support for students with disabilities and learning difficulties.

RWTH's International Office promotes mobility for all students. There are no special promotion activities for students with fewer opportunities. The International Office offers individual consulting meetings if students with disabilities have additional questions. VORSCHUB (as part of AStA – Students' Committee) helps to get support and assistants for disabled exchange students. In addition, the Student Advice Centre is also working to get

support for disabled students. There are specific guidelines on alternative study arrangements in exams. There is extra support for international families with need for childcare facilities.

TUB's International Office organises regular information events about Erasmus+ opportunities. These offers are for all students. TUB has a cooperation with ENHANCE's associated partner "Arbeiterkind". This is an association supporting first-generation academics. They help TUB with mobility promotion.

UPV promotes mobility on all its three campuses. There are extra promotion activities targeted at students with disabilities. These are carried out by the CEDAT Foundation, which is working with UPV.

WUT promotes mobility in a broad sense via classical channels, like the website and social media. The Centre for International Cooperation is responsible for mobility promotion. It also organises individual consultations and information meetings and publishes testimonials of former mobility participants. It also promotes funding possibilities for students with disabilities. The European Students Network (ESN) actively promotes mobility as well. They hold a yearly mobility fair, which is organised by the student union.

Deliverable

We will develop and implement a **Europe-wide competition** for secondary school girls to promote STEM studies in schools. The winners from each partner city will be invited to the European final in Warsaw.

Target Indicators

- We want to involve at least seven schools in total. Every partner will choose two local winners who will come to Warsaw as finalists. These 14 finalists will compete to win the STEM idea competition.
- We will monitor the conversion rate of competition participants in STEM after the competition.

Status Quo:

How to Attract Underrepresented Groups to STEM Studies?

Chalmers organises a competition for girls to attract them to study STEM subjects. About 100 girls get to visit the campus over a long weekend, meet researchers, and learn different techniques and have a meal in the evening. Several of them become ambassadors for girls in STEM afterwards and enrol as students.

NTNU offers social events, networking, interactions with business days, and recruiting events where girls in high school are invited to an introduction to STEM and future careers. Faculties organise social events to keep underrepresented students engaged. NTNU organises a large social media campaign to attract more girls to STEM studies. The yearly technology camp for girls is a big success. There is also a mentoring programme for lecturers advancing to professorial positions.

PoliMi has a Students Recruitment Unit that works in close connection with high schools to promote STEM subjects to young girls. There is a

clear communication strategy to enhance the role of female engineers and scientists that have been promoted recently with the EnginHERing project starting in 2021. There are also other educational initiatives to promote IT subjects to high-school girls like TechCamp@Polimi and Coding Girls. Financial support is also available: there are annual scholarships for girls (Girls@PoliMi) who enrol in engineering studies, granted in collaboration with the corporate world. PoliMi is also a partner of a national working group focused on increasing female students in STEM studies, in partnership with Valore D association. PoliMi offers empowerment courses, mentoring programmes, and counselling for female students.

RWTH organises several events like Girls Day and Girls Go MINT as a summer camp for girls. All regular activities for female pupils can be found here. RWTH cooperates with high schools for talent scouting with a focus on pupils with migration background. There is also a special bachelor degree in physics: Physics+. This degree makes it possible for pupils to have a longer course of study period. This longer enrolment period led to more women in the degree programme in the past years.

TUB organises several events as well in cooperation with faculties. There is a "Schulbüro" (School Office), which maintains contacts with high schools in the region. There is an easily accessible orientation study programme "MINTGrün" ("STEM Green") for pupils who are not sure about a STEM course of study at the beginning. All regular activities for underrepresented groups can be found here

UPV visits high schools to promote STEM fields. The equality unit organises these school visits.

They mostly take place during the week of “Women of Science” celebrations. Furthermore, different units at UPV organise lectures about diversity-related topics. The Consejo Social has developed the UP! STEAM programme aimed at training that eliminates gender bias through actions aimed at fostering and promoting scientific-technical careers among the students of the Valencian Community (region). The UPV and the innovation centre Las Naves of the Valencia City Council promote the Women of Science Project, which combines gender, science, art, and new technologies with the aim of making national and international leading scientists more visible.

WUT does not organise special events for girls but they join a larger-scaled event together with other Polish universities targeting this group. This yearly promotion event is called “Girls to Polytechnics” and is organised by the ENHANCE associated partner “Perspektywy”. WUT also takes part at the international summit “Women in Tech” for STEM studies promotion. WUT offers an information stand at the WUT annual Open Days. High school students with disabilities can get extra information on how it is to study at WUT with a disability at this stand.

Deliverable

We will establish an **ENHANCE Network** which brings together disability, gender, and diversity officers. This network will also offer activities, which will support and empower students and staff with fewer opportunities.

Target Indicators

- We want to have at least one active member from each university involved in the network activities. Two annual meetings are planned. This network will also offer at least two additional activities and events (trainings, webinars, expert talks etc.)
- The success of the network will be evidenced by feedback from participants reporting that their work benefited from being part of the network, for example by using the best practice guidelines

Status Quo:

Partners’ Activities in Diversity and Gender Networks

Chalmers is part of national networks related to discrimination, LGBTQ+, disability, and gender. Some of these networks are based on conferences and webinars organised and run by government branches, and some by the universities themselves and have more of a hands-on character.

NTNU is active in a gender and diversity related network of Norwegian universities. This network offers exchange of good practices, action plans, expert inputs, and policies. This gender network organises public events as well.

PoliMi is actively involved in many regional, national, and international networks related to diversity and gender issues. These networks organise regular meetings and events and develop new guidelines and policies. PoliMi is the only University in Italy currently partner of **Valore**

D, a national network focusing on gender and diversity issues. PoliMi is also active in the international network Women's Forum G20. PoliMi is also a member of the Rectors' Conference commission on gender equality and a member of Parks-Liberi e Uguali, a network of companies and institutions focused on the LGBT+ community. Furthermore, PoliMi is member of two networks of Universities in the area of disability and specific learning disorders, namely CALD and CNUDD

RWTH is actively involved in many networks. RWTH is a member of CESAER, where there is a task force on human resources with a focus on gender equality and diversity. RWTH is currently active in three European gender-related Horizon 2020 projects, which bring together several networks under one umbrella. The IDEA League is another example of an international network. They have an equality network (currently not active). On a national level, RWTH is active in the network of gender officers at German universities (BUKOF), in the state conference of gender equality officers (LAKOFNRW), and the Gender Equality Network of TU9. Further networks are listed here.

TUB is active in the Gender Equality Network of TU9 and in the network of gender officers at German universities (BUKOF). There is also a very active local alliance of Berlin universities (BUA).

UPV is a member of CESAER in a task force on human resources with a focus on gender equality and diversity. UPV is also an active member of the Network of Gender Equality Units for University Excellence that hosts the 49 Spanish public universities. UPV is a member of the Vives Network of Universities with the annual call of the gender policies working group. This working

group published a guide for teaching with a gender perspective. UPV is part of the gender policies working group at Conference of Rectors of Spanish Universities. UPV is a member of the network of units for Diversity. At the local level, UPV joins the Council of Women of the Valencia City Council and of different commissions of the Generalitat Valenciana (regional government), among which the Commission of the Pact against gender and sexist violence stands out; Strategy for equal treatment and non-discrimination; Migration Strategy.

WUT is one of the 83 signatories of the Declaration of University Social Responsibility developed by the Working Group for University Social Responsibility, functioning within the Team for Sustainable Development and Corporate Social Responsibility, established at the Ministry of Development Funds and Regional Policy. The signatories are active members of the Working Group as a network of universities cooperating in the implementation of the adopted principles of the declaration. It aims at mainstreaming the ideas of equality, diversity, tolerance, respect, and protecting human rights concerning the entire academic community and its surroundings. WUT is not actively involved in any international network related to diversity or gender. The ENHANCE network will give the chance to become active in this regard.

Deliverable

We will map the existing ENHANCE resources and infrastructure supporting students and staff with fewer opportunities. This service-oriented deliverable will be integrated as a function of the student dashboard on the ENHANCE portal.

Target Indicators

- We will monitor whether this deliverable contributes to an increased self-awareness of target group with fewer opportunities that studying can still be possible, including studying abroad. The target group will receive a survey for this purpose.
- We will monitor output-oriented indicators, like number of visitors on the service portal and number of resources, services, and infrastructural elements presented on the portal.

Status Quo:

Partners' Services for Students and Staff with Fewer Opportunities

Chalmers offers educational support for students with disabilities. The student must apply for the support, and this may include note-taking support, an adapted written exam, physical adaptations, and assistive devices, and mentorship. Chalmers also has initiatives for helping academic women, with for example mentorship, financial support in some situations, and building networks.

NTNU offers support for students who have disabilities and a proven need for facilitation to complete their studies. The support office, NTNU tilrettelegging, helps students to obtain needed equipment through official government subsidies. Staff are entitled to necessary resources to complete their work and necessary arrangements and facilitation are handled in cooperation with the supervisor nearest leader.

PoliMi offers several non-academic-support **services** in the campus area related to students with disabilities and learning difficulties, LGBT+ people, women, and international students. In addition, low-income students can get consultations and scholarships. The Equal Opportunities Unit also supports students with physiological issues for free. Specific financial support is also granted for students with children (free use of PoliMi's kindergartens) and for female young professors and researchers re-entering Academia after maternity leave (with a research budget of 15.000 euro).

RWTH offers anti-discrimination consulting for university members. There are also Family Services Centre offers for studying with children. They also support families who take part in mobility programmes. RWTH offers mentoring and tandem programmes for female students and young researchers. There is also an official representative body for students with disabilities and chronic illness (**VORSCHUB**). In addition, staff with disabilities have an official Representative Council for Staff with Disabilities. The BeBuddy programme of the international office supports incoming exchange students during their first weeks. Students can make use of psychological counselling which is confidential, autonomous, and free of charge. More information and numerous links on the topics of disability and chronic illness – of interest to students, prospective students, employees, and others – can be found here.

TUB offers several services by different parties at the university. This page shows an overview of all those actively involved in the diversity and gender-related services. The representatives of groups with special needs like women and people with disabilities are listed here. TUB offers

a mentoring programme for female researchers and incoming exchange students can profit from a buddy programme. There are special mentoring services for pupils with a migration background and for pupils from non-academic families. The associated partner Arbeiterkind offers knowledge and resources to empower first-generation students at TUB. TUB has also an interdisciplinary research centre for gender studies, which offers several academic services.

UPV's CEDAT Foundation provides students with disabilities with technical aids (material adapted to the needs of students with disabilities) and expert support in teaching to guarantee equal opportunities. There is a Psychopedagogical Guidance Office with expert staff in supporting students with learning difficulties or adaptation to university life. UPV has a medical centre for the university community. Family Work Life Balance is facilitated through the service of Vera Children's Centre and the Summer School with activities throughout the year coinciding with the school vacation periods.

WUT offers several measures to support students and postgraduates with fewer opportunities. During awareness workshops, staff members (incl. lecturers) receive trainings about disabilities. They learn how to prepare didactic materials and how to include disabled people in educational activities. For international incoming students, there are special welcome events, a buddy programme coordinated by ESN, and the Student Ambassadors programme coordinated by the Centre for International Cooperation. Each faculty has a contact person for supporting incoming students. WUT can also hire interpreters if needed. Study assistants or sign language interpreters for people with disabilities

can be appointed if the student requires it during the educational process. Interested students can apply directly for it. There are scholarships and material support for people with disabilities. There is a plan to develop a special tutor programme for students with autism and ASD. WUT also offers psychological counselling.



Photo: RWTH / Martin Braun

Goal #3 Training Resources & Fostering Sensitivity

We will set up an **online repository of anti-bias training resources** drawing from existing offers at the partner institutions to be used by members of selection committees, teaching or academic staff, administrative staff, and students involved in ENHANCE. We will create **digital training resources to incorporate a Diversity and Gender Equality Studies perspective** into STEM research to be used by students and scientific staff. We will promote sensitivity for diversity and gender equality topics by actively promoting and **incentivizing the exploitation of the**

available training opportunities. We will develop and implement a **dissemination plan for different trainings.** The plan will include incentives to participate in these trainings, such as a future micro-credential.

Target Indicators

- We will offer at least 10 trainings in ENHANCE between March 2022 and May 2023

- We will involve at least 100 participants in total. We will pay attention to gender balance and want to involve participants from different career levels like students, academic and administrative staff, including decision-makers.
- We will evaluate the development of participants' insights, awareness, and competences after a training through self-assessment and self-reflection.
- We will monitor the interaction with the online repository in terms of number of downloads and search machine usage to find resources and evaluation rates of the page itself.

Status Quo:

Trainings in the Alliance

Chalmers offers trainings for examiners and teaching staff giving grades. They learn how to include the topic of gender in their teaching materials. A course for students on how to implement gender in their projects is also being offered [here](#). On-demand courses can be booked from in-house or external trainers when there is a need. Chalmers offers trainings about being an active bystander. This is a method about how to prevent bad behaviour and situations, how to prepare, act and, reflect.

NTNU offers trainings for institute and faculty managers on diversity and gender. In addition, diversity support for the different faculties is also offered so they can develop their own action plans to reach the goals set by the Norwegian government. There are also training offers within

the mentorship programme for female professor candidates.

PoliMi is very active in the field of trainings and learning materials, including MOOCs. Some of the trainings are mandatory for non-academic staff. The Equal Opportunities Unit offers regular trainings on diversity and inclusion with external experts. Target groups are faculty members (academic staff) and administrative staff (including management). Trainings are designed in a modular fashion. Participants can choose between different learning paths in this field. The topics vary from empowerment, biases, negotiation skills, and self-awareness for female students and girls. PoliMi also offers a mentoring programme for female students and female managers from the labour market. In this programme, the mentees learn new soft skills from their mentors and get helpful input about the labour market. **Embracing Diversity** is a MOOC, which promotes the inclusion of women and LGBT people to drive innovation in academic, social, and corporate environments. **FOSTWOM** is the newest MOOC and deals with Fostering Women to STEM MOOCs.

RWTH co-developed an **online tool** that can be used to develop diversity skills in academic teaching. During the bi-annual **Diversity Days**, there are several workshops, which are accessible for the staff (for example workshops about daily racism). Female researchers can attend workshops about career development, anti-discrimination training is offered for closed target groups like research groups or administrative units. RWTH also regularly offers trainings on intercultural learning.

TUB offers several trainings annually on anti-bias and argumentative training for students.

Trainings focus on hate speech, anti-feminist language, and anti-racism. Student advisors get trainings about diversity-aware counselling. Faculties can book a diversity or gender related training on demand. TUB cooperates with the coordination office "proScience", which empowers women in science with special trainings and special career weeks. The ProFiL Professionalization of Women in Research and Teaching: Mentoring – Training – Networking Programme for female researchers pursuing a professorship has been successfully run by Freie Universität Berlin, Humboldt-Universität zu Berlin, and Technische Universität Berlin since 2004.

UPV: The Vice-Rector's Office for Art, Science, Technology, and Society has its own space in the RiuNet institutional repository that allows consultations of all the training material produced in the different stages of the UPV Equality Unit. The courses and other material of interest can be downloaded here. The UPV Equality Unit offers courses about several topics like development of academic projects with a gender perspective, hate crimes, anti-gypsyism, sexual and gender diversity, and livable organisations, a positive approach to migration and diversity. The courses are free, and they address the entire university community (students, administration and services staff, teachers, and UPV Alumni). Participants receive a certification by the UPV Permanent Training Centre. Trainings without a certification can be found on the Diversity Space website. UPV Equality Unit also offers courses about "Equality and social participation" and "Gender Perspective in Research". The Doctoral School course offers the latter as a basis qualification.

WUT offers learning materials about discrimination and bullying at the workplace. These resources are accessible through staff accounts on the intranet. There are workshops for staff members concerning the inclusion of disabled students. Trainings about Sustainable Development Goals (SDGs) and Social Responsibility (SR) are possible topics for new ENHANCE trainings in Warsaw. It is mostly in-house staff offering the workshops.

What Are the Partners' Biggest Challenges Currently in Terms of Diversity and Gender Equality?

Chalmers considers gender to be the most challenging topic. There is a need for more female academic staff. In addition, the social work environment and the culture for female and non-Swedish staff and students (including incoming students and staff) are being revised so everyone has the feeling that they are welcome and integrated.

NTNU has an underrepresentation of women in academia and this difference is largest in the highest positions. NTNU has started working with the leaders on improving their skills to promote the increased diversity in many of the institutes. The communication language within the university is shifting from Norwegian to English, which causes a discussion about the inclusion of several groups, including international staff.

PoliMi is currently focusing on the implementation of the brand-new Gender Equality Plan (GEP). In particular, the participation of girls in the STEM studies is one of the biggest challenges, as stated in the University Strategic Plan. Another big challenge is to create

an environment at all university levels that is more inclusive towards all groups with fewer opportunities. Last but not least, PoliMi will make effort to improve the rate of women in research staff and ensure equal opportunities in career development.

One of the main challenges for **RWTH** is to implement the equal chances strategy successfully and to empower those target groups that have fewer opportunities. Another challenge is to raise awareness on diversity and gender issues and to make decision-makers more sensitive to them. In addition, the size of the university is also a challenge. Since RWTH is one of the largest universities of technology in Europe with lots of activities happening on the campus, it is not always easy to reach an institutional coherence and to connect all those active in the diversity and gender field. Many decentralized structures are working on diversity and gender.

TUB is especially challenged by the lack of diversity-related data. Without data, it is very challenging to plan new measures. Most of the diversity-related data falls under the data protection laws. Mainstreaming diversity and gender equality in the whole organisation structure remains a major challenge. There are many services for different target groups and this diversity makes it challenging to have an effective communication strategy. The staff capacity of the equality unit is limited.

UPV has a joint government team. The Cloister, the representative body of the university community (students, administration, and services staff, teaching and research staff) maintains the gender imbalance. Work is underway to correct these differences in student, staff, and board representation at the centres.

UPV works on measures that reinforce the visibility of people with disabilities, as well as LGBTBI diversity and diversity by origin and/or culture.

WUT: The preparation of the Gender and Equality Plan is currently the biggest challenge. In addition, the accessibility of WUT buildings for disabled people and awareness about disabilities remain a major challenge.

What Was the Biggest Success in 2021 in Terms of Diversity and Gender Equality?

At **Chalmers** the awareness on Gender equality and diversity-issues has increased over the past year. The return to campus is a great start and needed step to creating a better work environment for all and we see a desire to work together in this direction, there is a renewed conscious on the appreciation for our colleagues and classmates. An Initiative for recruitment and retention of more female researchers has started with aim is to spread to students to create a more gender balances body of staff and students at the university for the benefit of all.

NTNU is currently working on a new action plan (2023-2025). This plan is expected to be more specific on the actions and responsibility than before. Dialog is established across the university to include multiple groups and create commitment for the field of gender and diversity.

PoliMi looks back on a successful year in terms of gender and diversity management despite the Covid crisis. The Equal Opportunity Unit was launched in 2020. The first edition of its Gender Equality Plan was approved in 2021, and the third edition of the Gender Budget was completed.

There is also a new communication project EnginHERing with a focus on reaching out to girls. The number of scholarships for girls was also increased (Check out: Girls@Polimi). Last but not least: PoliMi has developed a platform for students with learning difficulties and psychological distress. New trainings for female students were designed and launched as well as new communication tools. Trainings on inclusive leadership have also been proposed to the community of employees (faculty and management).

RWTH is especially proud of its newest Action Plan Inclusion (2016-2021). It was very positive that the diversity and gender activities were able to continue despite the pandemic. They took place online and even attracted more participants compared to offline events.

TUB successfully continued its activities digitally during the pandemic and was thus able to attract more participants through online workshops and events. TUB worked successfully on the new gender equality plan.

UPV's greatest success in 2021 was the approval of the III Equality Plan, including the salary audit, as well as important measures in diversity (Especially for LGBTBI, origin, and culture).

WUT's greatest successes in 2021 were:

Receiving the prestigious HR Excellence in Research award, the development and adoption of the Strategy of Social Responsibility, and the appointment of the Rector's plenipotentiary for equal treatment and the team for the development of a gender equality plan.

Selected Activities of the Ombudsman

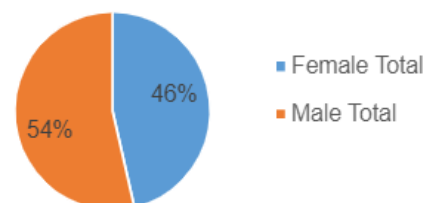
- Active contribution to strategic activities being developed in ENHANCE such as the Education Strategy and Higher Education Incubator
- On-Going Support of the first Erasmus+ exchange of a student with disability in ENHANCE
- Active networking with other European Alliances about Diversity and Inclusion
- Presentation of ENHANCE at the podcast series "Campus Europa" -only in German
- Presentation at the German national network of Gender Officers of German universities (BUKOF)
- Participation at the German Universities Diversity Network (Netzwerk Diversity an Hochschulen)

Monitoring Gender Balance in Joint ENHANCE Activities and Events

We want to ensure that diversity and gender equality are mainstreamed and controlled in all Alliance activities. This requires ongoing monitoring of diversity and gender-related developments and KPIs. The ombudsman set up a dashboard to monitor related data. Currently, this table contains only gender-related information that can be extended in the future in cooperation with the partners.

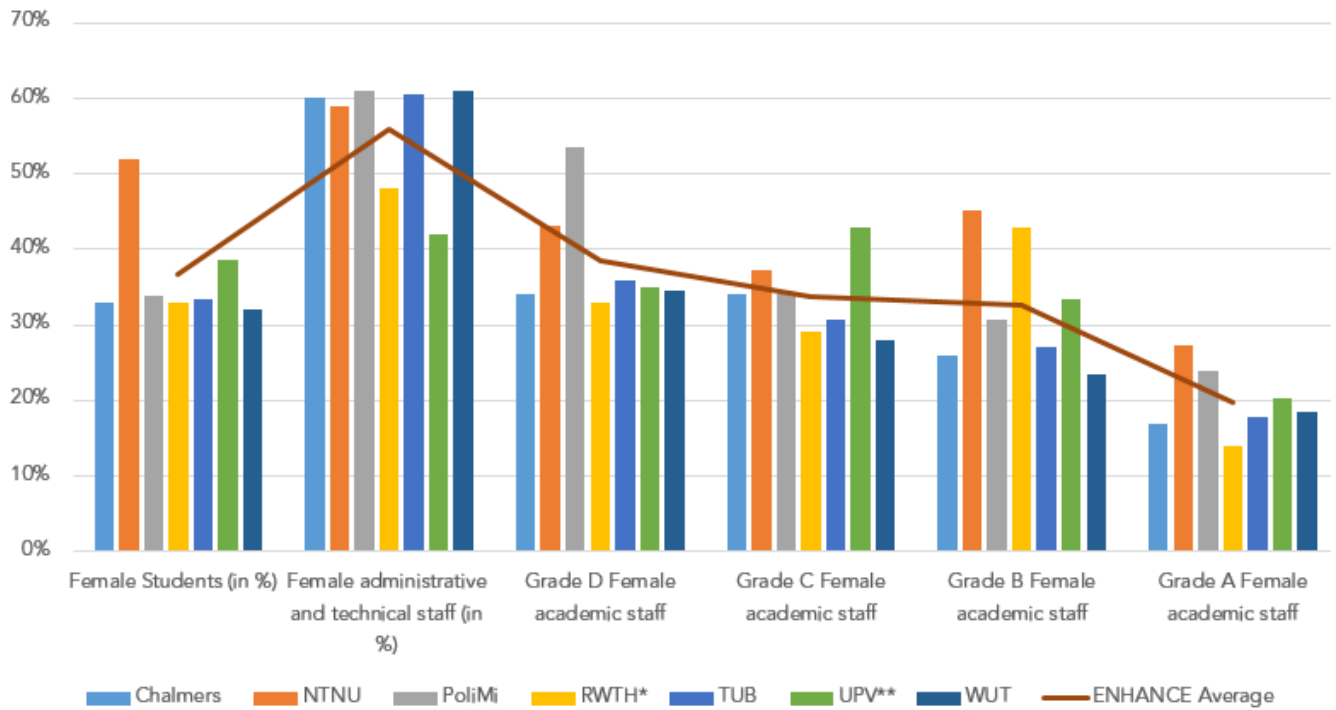
The first event of the year 2021 was the ENHANCE launch event: ENHANCE Launch the Future. This event gave the stage to four female and seven male speakers. After this, ENHANCE Alliance invited the public on 15 June 2021, to its first public discussion ENHANCE conversations with the aim to develop and utilize science and technology for the benefit of society. This first ENHANCE Conversation gave the stage to two female and two male speakers. In 2021, ENHANCE also organised the first online and offline educational joint activities. WUT hosted the first summer school in a hybrid form in Warsaw from 15 to 28 September. UPV hosted the first staff week in Valencia in a hybrid form. From 18 to 22 October, several events took place on Vera Campus (UPV). ENHANCE also started language tandems, which are aimed at students, doctoral candidates, academic, and administrative staff. The main aim is to enhance language learning via a language exchange method and to enable participants to make new contacts within the ENHANCE community. You can see gender balance in all ENHANCE activities in 2021 in the chart. The graphic below shows the total share of female population at ENHANCE partner universities among students and staff.

Gender Balance in all ENHANCE activities (all participants)



* Considered events in 2021 (online or hybrid): ENHANCE Launch the Future; ENHANCE Conversations, TANDEM Language Programme, Summer School Warsaw, and Staff Week Valencia. In total: 685 participants

Female Population in ENHANCE



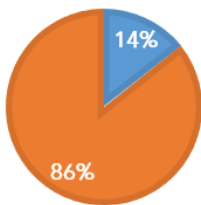
* RWTH counted only W3 for grade A. W2 and W3 are counted in grade B. All seniority grades of academic staff are defined in [SHE FIGURES 2021](#). EU27 Average (SHE FIGURES 2021): Grade D: 47,08 % C: 46,61 % B: 40,29 % A: 26,18 %

**At UPV there are two types of administrative staff: PAS (57%) refers to administration and services staff. PI (40%) refers to research staff who do not have a teaching profile. The table includes only the total average 42.04%

Gender Balance in ENHANCE Governmental Bodies

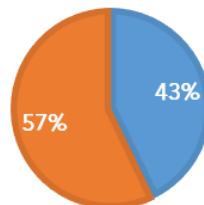
BOARD OF DIRECTORS

■ Female Total ■ Male Total



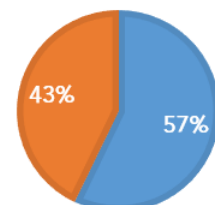
STEERING COMMITTEE

■ Female Total ■ Male Total



STUDENTS FORUM

■ Female Total ■ Male Total



Success Factors and Targets for 2022

In various workshops and discussion rounds (held between September and December 2021), partners and stakeholders of ENHANCE identified success factors and developed targets for Diversity and Gender Equality in 2022.

The seven most important success factors for 2022:

- Extending the focus on intersectionality
- Measuring the success of the joint activities
- Creating synergies with other ENHANCE work packages
- Respecting differences between partners
- Making the topic visible
- Involving the underrepresented target groups with fewer opportunities
- Spreading the word with a new narrative

The seven main targets for 2022

- To work on the next deliverables in the work group (Next deadlines are in April 2022)
- To launch the trainings programme
- To set up the ENHANCE Diversity and Gender Network
- To promote mobility for students with fewer opportunities and STEM studies for underrepresented groups (such as girls)
- To monitor ENHANCE activities (including students and staff mobility) from the gender and diversity perspective.
- To establish ongoing communication with representatives of students and staff with fewer opportunities
- To develop data sources for the target indicators