EUI EUROPEAN UNIVERSITY INSTITUTE

Gender Equality Plan 2026-2031

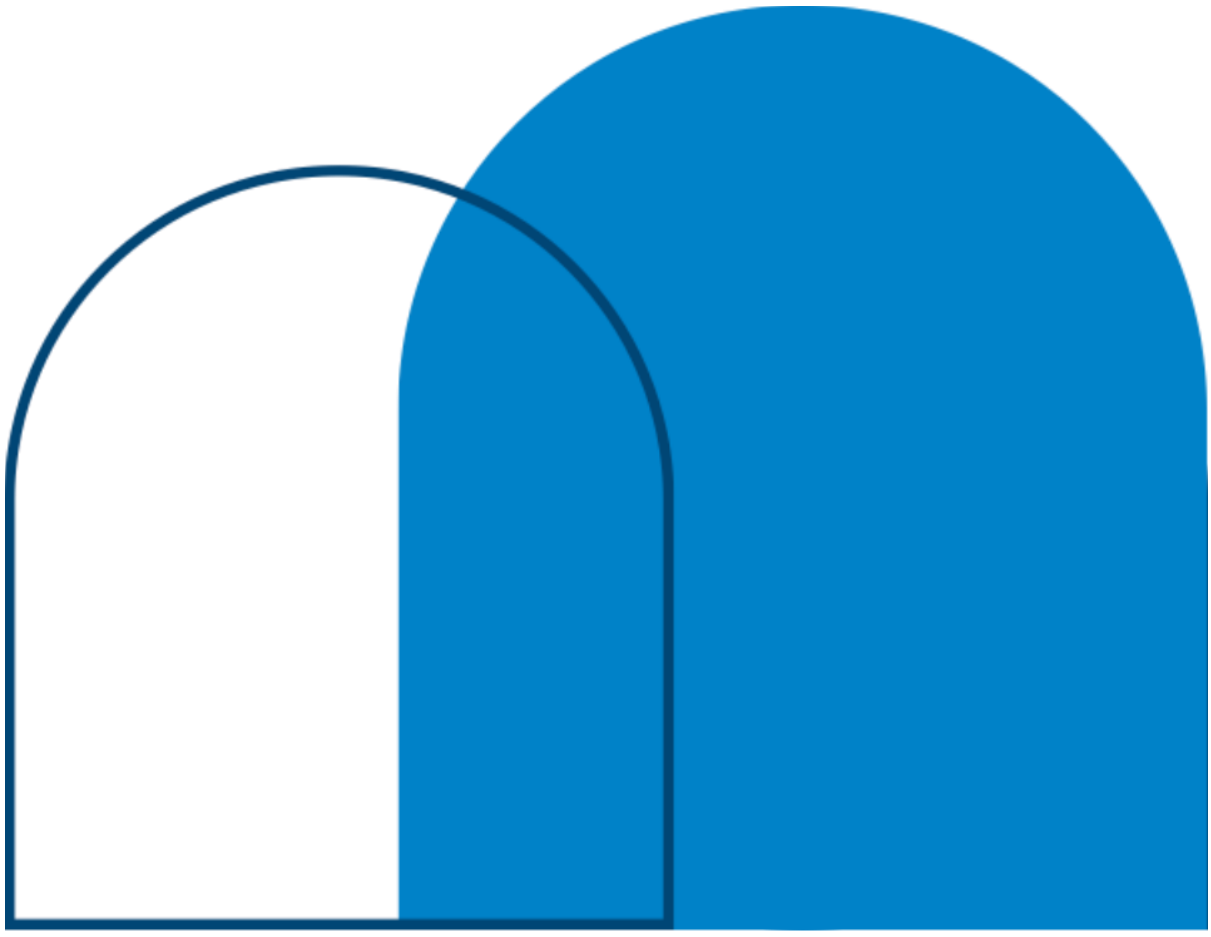


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Introduction

The Gender Equality Plan (GEP) 2026–2031 is a strategic and operational framework that sets out how the European University Institute's (EUI) will advance its commitment to equity, diversity and inclusiveness, in line with the EUI Strategy 2026–2031. It translates these commitments into clear objectives, actions and monitoring mechanisms aimed at promoting gender equality and addressing structural inequalities across the Institute.

The Gender Equality Plan aims to turn agreed collective priorities into a coherent set of objectives and actions, building on the original grassroot movement that led to the development of the first Plan in 2022. The GEP was developed following an extensive consultation process led by the Gender Equality Committee (GEC), which involved academic units, services, and representatives of researchers and students. Its duration has been set in coordination with the EUI Strategy 2026-31.

To guide the enhancement of these objectives, the Plan is based on a specific understanding of gender and of the structural conditions that shape gendered experiences, opportunities and inequalities at the EUI.

Gender is understood as a social construct that refers to the socially and culturally shaped roles, behaviours, norms, expectations, and power relations associated with being perceived as women, men, or people of diverse gender identities. Unlike biological sex, gender reflects historically and socially produced meanings that influence opportunities, hierarchies, and access to resources. Gender equality therefore requires addressing not only representation, but also structural power relations and institutional practices that may produce or reinforce disadvantage.

The GEP is grounded in the principle of gender mainstreaming, understood as the systematic integration of a gender perspective into the design, implementation, monitoring, and evaluation of all policies, procedures, research activities, teaching practices, governance structures, and administrative processes. This involves assessing how decisions affect people of different genders, identifying structural inequalities, and promoting conditions that enable gender equality in practice. In this context, differentiated or targeted measures may be used where appropriate to address barriers or unequal starting points and support the achievement of gender equality.

The Plan also recognises the importance of gender identity. According to the United Nations Yogyakarta Principles, [1] gender identity refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body and other expressions of gender, including dress, speech and mannerisms. Ensuring that institutional systems, procedures and environments are inclusive of diverse gender identities is therefore an essential component of gender equality. Measures included in the GEP aim to remove barriers to participation and ensure equal access to rights, services and opportunities for all members of the EUI community.

The GEP recognises that gender interacts with other characteristics and backgrounds—such as nationality, socio - economic background, disability, sexual orientation, gender identity, age, language and career stage—producing differentiated experiences of advantage and disadvantage. The GEP is developed in alignment with the EUI Ethnic and Racial Equality Plan and contributes to a broader institutional framework addressing multiple and overlapping forms of inequality.

The GEP is implemented in coherence with existing institutional policies and initiatives, in particular the EUI policy on harassment, sexual harassment and bullying, and emerging plans and initiatives to promote wellbeing within the EUI community. Particularly, Area 6 of this Plan, which addresses prevention, reporting and protection in relation to harassment and gender - based violence, and Area 3, which focuses on organisational wellbeing and participation conditions, should be considered complementary to other policies to ensure a coherent institutional approach to dignity, safety and inclusion.

As an implementation instrument of the EUI Strategy 2026-2031, the GEP contributes to strengthening excellence, engagement and communication by supporting inclusive participation, equitable access to opportunities, and the production and dissemination of knowledge in an inclusive manner. It is conceived as an integrated and evidence - based framework, combining governance, data monitoring and targeted action, with progress assessed through measurable indicators and transparent reporting.

The objectives and actions of this GEP are aligned with the broader institutional framework and linked, where relevant, to the institutional strategic EDI KPI structure. This alignment supports a coordinated approach to implementation, monitoring and continuous improvement and ensures coherence across institutional commitments.

[1] The Yogyakarta Principles address a broad range of international human rights standards and their application to sexual orientation and gender identity issues. On 10 November 2017 a panel of experts published additional principles expanding on the original document reflecting developments in international human rights law and practice since the 2006 Principles, The Yogyakarta Principles plus 10. The full text of the Yogyakarta Principles and the Yogyakarta Principles plus 10 are available at: www.yogyakartaprinciples.org [last consulted 24 June 2026].

How to use the GEP

The Plan is organised around six interconnected areas. Area 1 establishes the governance, monitoring and accountability framework needed to support implementation. Area 2 addresses recruitment, admissions, progression, workload and leadership across academic and professional pathways. Area 3 focuses on work–life balance, wellbeing, accessibility and inclusive organisational culture. Area 4 strengthens the integration of gender and EDI considerations into research, teaching and knowledge exchange. Area 5 promotes inclusive communication, visibility and institutional representation. Area 6 addresses harassment prevention, reporting, support and psychological safety.

For a quick overview: Start with the GEP at a glance table and the Area introductions. These provide the overall direction of travel and show how the six areas connect.

For implementation: Use the individual actions, responsibility lines and Area-level strategic focus boxes to identify what needs to be taken forward, by whom, and in what institutional context.

For monitoring: Refer to Annex 1, which summarises indicators, evidence sources, and timelines. Progress will be monitored through periodic reporting and supported through the EUI's inclusion and sustainability governance framework.

GEP at a glance

Area	Main purpose	Main implementation stakeholders	Key actions
Area 1 Governance, monitoring and institutional framework	Set the governance, data and accountability foundations for implementation.	ACS, HRS, ICT, Inclusion and Sustainability Committee, Legal Office, PRO	Strengthen EDI governance; improve data systems and annual reporting; introduce gender pay gap monitoring; adopt Equality Impact Assessment.
Area 2 Recruitment, admissions, progression and leadership	Promote fair access, progression, workload distribution and leadership pathways.	Academic Units, ACS, HRS, PRO, Recruiting Units	Promote fair recruitment and admissions; monitor progression and workload; support leadership and career

			development; strengthen mentoring.
Area 3 Work–life balance, wellbeing and inclusive culture	Strengthen organisational conditions for participation, care, accessibility and belonging.	Academic Units, ACS, COMMS, HRS, REFS	Review care and family-related policies; improve flexible working and inclusive facilities; strengthen newcomer and community support.
Area 4 Research, teaching and knowledge	Support inclusive research, teaching, knowledge exchange and recognition.	Academic Units, ACS, Award Bodies, COMMS, DEXT, ICT, LIB, PRO	Support inclusive teaching practices; encourage reflection on syllabi and research design; improve access to inclusive research resources; promote visibility of gender and EDI research.
Area 5 Representation, communication and visibility	Improve inclusive communication, institutional visibility and shared ownership.	Academic Units, COMMS, ICT, PRO, REFS	Develop inclusive communication guidelines; improve representation in materials; create a GEP webpage and progress tracker; strengthen visibility through events and naming practices; promote inclusive events and gender-diverse panels.
Area 6 Harassment prevention, wellbeing and psychological safety	Strengthen prevention, reporting, protection, accountability and support systems.	ACS, COMMS, Harassment Policy Committee, HRS, Legal Office, PRO	Strengthen harassment prevention; improve reporting pathways and protection measures; monitor experiences of harassment; expand psychological, peer and training support.

Area 1. Governance, Monitoring and Institutional Framework

Purpose: Establish the governance, data and accountability foundations needed to embed gender equality and EDI commitments across institutional decision-making.

The GEP applies across the EUI's academic and professional communities, including departments, units, services and centres engaging in research and educational initiatives, recruitment, grants, fellowships, public engagement, and external engagement.

Area 1 establishes the governance, data and accountability foundations of the GEP. It recognises that sustainable progress on gender equality and inclusion requires clear institutional responsibility, robust and transparent data systems, gender-representative decision-making bodies, and systematic assessment of policy impacts. Through strengthened governance, improved monitoring, and the integration of equity considerations into institutional processes, this area ensures that gender equality and intersectionality are embedded across the EUI's strategic, administrative and academic objectives and activities.

Strategic focus of this area

This area establishes the institutional conditions needed to make gender equality and intersectionality actionable across the EUI. It focuses on integrating responsibility, evidence and accountability into governance structures so that EDI commitments are embedded into ordinary strategic, administrative and academic decision-making.

In practical terms, this means:

- creating clear governance and accountability mechanisms;
- strengthening the evidence base for institutional and procedural decisions;
- ensuring more inclusive participation in decision-making;
- embedding EDI considerations into policy development and review.

Objective 1.1 Strengthen EDI governance

This objective aims to ensure that the implementation of gender equality and EDI commitments at the EUI is supported by clear, coherent and effective governance structures. It recognises that institutional change requires well-defined roles, coordination across services and academic units, and accountability mechanisms embedded at all levels of decision-making. By strengthening governance arrangements and clarifying mandates, the EUI seeks to ensure consistent implementation of the GEP and alignment with broader institutional priorities.

1.1.1 Review and strengthen the EDI governance framework

The EUI will review and strengthen its EDI governance framework to clarify mandates, streamline responsibilities, enhance coordination and accountability, and integrate an explicit intersectional approach. The review will ensure that gender equality and gender mainstreaming remain central, while enhancing connections between EDI bodies, leadership,

units and services. Clear reporting lines and oversight mechanisms will be established to support effective implementation of the GEP. Resource allocation supporting gender equality objectives will be reviewed using gender-responsive budgeting principles (see Annex 2).

Responsibility: **HRS (EDI Team), PRO**

Objective 1.2 Strengthen data monitoring

This objective focuses on reinforcing the evidence base for gender equality and EDI at the EUI through systematic, high-quality data collection and analysis. It acknowledges that robust monitoring is essential for identifying structural patterns, tracking progress and informing decision-making. By improving data coverage, consistency and accessibility, including through intersectional approaches, the EUI aims to support transparency, accountability and evidence-based policy development across institutional processes.

1.2.1 Annual EDI monitoring and reporting

The EUI will continue and expand annual EDI data monitoring and reporting, covering staff, faculty, researchers, students, governance bodies and institutional processes. Data will be systematically disaggregated by gender and, where feasible and GDPR-compliant, by intersecting characteristics such as nationality, age, first-generation higher education background, disability, gender identity, ethnicity and race, or career stage. The Annual EDI Report will serve as the main evidence base for GEP monitoring, policy adjustment and institutional accountability. The EUI will ensure that the reported data are analysed and communicated in an accessible and transparent manner, so that they are available to the EUI community.

Quantitative monitoring will be complemented, at appropriate times, by qualitative-based evidence, such as climate surveys, consultations or other feedback mechanisms concerning experiences of research, supervision, work and learning.

Responsibility: **HRS (EDI Team)**

1.2.2 Introduce Gender Pay Gap Monitoring

The EUI will establish systematic gender pay gap (GPG) monitoring across relevant categories and grades, taking into account the different procedures and contractual frameworks that apply to different EUI constituencies. The analysis will both identify gaps where they exist and provide information on current procedures that ensure equitable pay. Monitoring will analyse pay differences, identify structural explanations where gaps exist, and inform corrective measures where appropriate. Where needed, the analysis will consider different components of remuneration, such as grade, allowances and seniority, career progression, contract type and working arrangements, to ensure that the findings are accurate and appropriately contextualised.

The analysis will be integrated into annual EDI reporting and aligned with staff regulations and transparency principles.

Responsibility: **HRS (EDI Team)**

1.2.3 Strengthen data systems to support comparable EDI monitoring

The EUI will improve consistency across institutional data systems to reduce discrepancies and strengthen the quality and comparability of EDI data. This will support more coherent monitoring and reporting, including, where relevant and feasible, analysis across different

characteristics and institutional groups to better understand patterns and disparities. All activities will be implemented in full compliance with data-protection requirements.

Responsibility: **HRS (EDI Team), ICT, ACS, Legal Office**

Objective 1.3 Gender balance and diverse representation in institutional decision-making

This objective aims to promote balanced and diverse participation in governance and decision-making bodies, recognising their critical role in shaping institutional priorities and resource allocation. It is based on the understanding that inclusive decision-making improves both fairness and quality of outcomes. By advancing gender balance and broader diversity considerations, the EUI seeks to foster representation that reflects its community and supports more inclusive institutional governance.

1.3.1 Introduce gender balance rules in committees and decision-making bodies

The EUI will introduce formal rules requiring gender-balanced or proportionately representative composition of institutional committees and decision-making bodies. Where balance is constrained by the available pool, mitigating and corrective measures will be applied. Monitoring will ensure transparency and consistency across governance structures.

Responsibility: PRO, Inclusion and Sustainability Committee, HRS (EDI Team)

1.3.2 Promote broader diversity representation in governance

Recognising that experiences of gender may intersect with other dimensions of diversity, the EUI will seek to promote inclusive representation in committees and governance bodies beyond gender balance alone, considering factors such as nationality, background, and career stage where relevant and feasible. This action aims to strengthen the inclusiveness and quality of decision-making and support a more intersectional approach to advancing gender equality objectives, while respecting institutional constraints.

Responsibility: **PRO, Inclusion and Sustainability Committee, HRS (EDI Team)**

Objective 1.4 Adopt Equality Impact Assessment (EIA)

This objective introduces a structured approach to integrating gender equality and broader EDI considerations into institutional decision-making processes. It recognises that policies and procedures may have unintended differential impacts, and that these should be assessed proactively. By implementing an Equality Impact Assessment framework, the EUI aims to strengthen gender mainstreaming, improve policy coherence, and ensure that institutional decisions support inclusive and equitable outcomes.

1.4.1 Introduce an institutional Equality Impact Assessment framework

The EUI will introduce an Equality Impact Assessment (EIA) framework to assess the potential gender and equality impacts of major policies, procedures and reforms. The framework will be applied proportionately, prioritising policies and decisions with the greatest relevance and impact for gender equality and inclusion. EIAs will support gender mainstreaming by identifying unintended effects, mitigating risks, and enhancing inclusive impact before policies are adopted or revised. The EIA will consider budgetary implications where relevant.

Responsibility: **HRS (EDI Team), PRO**

Area 2. Recruitment, Admissions, Career Progression, Academic Progression and Leadership

Purpose: Promote fair access, progression, workload distribution and leadership pathways across academic and professional careers.

Area 2 addresses gender inequalities across the full academic and professional life cycle at the EUI, from access and recruitment to progression and leadership. It recognises that gender imbalances are not limited to entry points but are produced and reinforced through cumulative advantages and disadvantages linked to contract types, workload allocation, career interruptions, access to decision-making and development opportunities, and work-life balance obstacles.

Through fair recruitment and admissions procedures, systematic monitoring of career pathways, and targeted support for progression into senior roles, Area 2 seeks to remove structural barriers, promote equal opportunities, and strengthen gender representation and diversity in leadership across staff, including trainees and other comparable temporary roles, faculty, researchers, fellows and students.

It distinguishes between institutional measures concerning professional staff (Objectives 2.1 and 2.4) and those concerning faculty and academic admissions (Objectives 2.2 and 2.3), acknowledging the different recruitment processes and career pathways that apply to these groups.

Area 2 builds on the governance, monitoring and data frameworks established under Area 1, ensuring that recruitment and career objectives are informed by evidence and integrated into a coherent institutional approach.

Strategic focus of this area

This area addresses the institutional processes that define access, progression and leadership across the EUI. It focuses on reducing inequalities across the academic and professional life cycle by making recruitment, admissions, workload and career-development systems more transparent, fair and evidence-informed.

In practical terms, this means:

- promoting fair and bias-aware recruitment and admissions processes;
- monitoring progression, leadership and representation patterns over time;
- supporting career development where structural barriers persist;
- addressing workload distribution as a condition for equity and wellbeing.

Objective 2.1 Gender-fair recruitment (Professional Staff Hiring)

The EUI will ensure that professional staff recruitment processes are transparent, inclusive, and free from bias, while addressing vertical gender segregation, notably the underrepresentation of women in senior (AD) grades.

The Institute will ensure gender-balanced selection committees and strengthen bias-aware recruitment procedures through harmonised vacancy wording, structured interviews, and

standardised evaluation criteria, in line with HE institutions and international organisations, particularly within the EU framework, best practices. Training on unconscious bias will be provided to all selection panel members.

Candidate experience of the recruitment process will be monitored through post-application surveys, with a view to improving inclusion and transparency across procedures.

The EUI will also address structural imbalances in staff grades by analysing distribution across functions and strengthening measures to increase women's representation in senior roles.

2.1.1 Gender-balanced selection committees (professional staff hiring)

The EUI will ensure that staff selection committees include, wherever feasible, representation of different genders and adopt reasonable mitigating measures where full balance cannot be achieved. This approach aims to support balanced decision-making, reduce bias, and ensure fairness while avoiding underrepresented groups, particularly women, being overburdened with administrative work.

Responsibility: **HRS, Recruiting Units, Staff Committee**

2.1.2 Bias-aware structured interviews and vacancy review

The EUI will continue applying and developing bias aware recruitment procedures across staff hiring, including harmonised and inclusive vacancy wording, structured interviews, and clearly defined evaluation criteria. EUI practices will continue being benchmarked against recognised standards within international organisations and the higher education context. Guidance will clarify how gender and broader equality considerations can be taken into account in a way consistent with merit-based recruitment. Training on unconscious bias and inclusive recruitment will be provided to selection committee members and head-hunters to support consistent and fair decision-making**.**

Responsibility: **HRS (Talent Management Team), ACS, Academic Units, Recruiting Units in general**

2.1.3 Candidate experience monitoring (professional staff recruitment)

The EUI will review and analyse post application candidate satisfaction surveys to assess perceptions of fairness, inclusiveness and transparency in staff recruitment procedures. Existing survey tools will be adapted, where needed, to capture relevant EDI dimensions more effectively. The use of such surveys will be progressively expanded across recruitment processes. Feedback will be used to improve procedures and enhance trust in institutional hiring practices.

Responsibility: **HRS, ACS, Academic Units, Recruiting Units in general**

2.1.4 Address gender balance in professional staff grades

The EUI will continue analysing gender distribution across professional staff grades, with particular attention to gender, nationality, grade and contract type, and, where feasible, age and career stage, to identify patterns of vertical segregation, particularly the concentration of women in lower and middle grades and their under-representation in senior (AD) positions. Monitoring will also consider progression patterns over time, in order to identify whether the pace of career advancement differs by gender across units or staff categories. Based on this analysis, measures will be developed to support equitable career progression, including targeted measures to increase the representation of women in senior professional staff

positions, transparent promotion pathways, targeted development opportunities, and monitoring of recruitment and mobility into senior roles.

Responsibility: **HRS (Talent Management Team), PRO**

Objective 2.2 Gender-fair recruitment (Faculty Hiring)

The EUI will promote gender equality in faculty recruitment, with particular attention to the underrepresentation of women in full-time and senior academic positions and variations across departments.

Gender-balanced selection committees will be ensured for all faculty recruitments. The Institute will take measures to increase the representation of women among full-time professors and monitor recruitment outcomes accordingly.

Gender distribution in part-time positions will be monitored to avoid structural segmentation, and equitable workload allocation among full-time faculty (teaching, supervision, committees) will be ensured.

The EUI will also monitor equality of opportunity and outcomes for junior academic staff and fellows.

2.2.1 Gender representation in selection committees (faculty hiring)

The EUI will ensure gender-balanced or proportionately representative composition of selection committees for faculty recruitment, recognising differences in representation across subjects and the composition of EUI academic staff. Where full balance cannot reasonably be achieved, mitigating measures will be adopted to support fairness and transparency in the selection process. Committee composition and related patterns will be monitored as part of academic recruitment oversight.

Responsibility: **HRS (Recruitment Team), PRO, Recruiting Units, PRE**

2.2.2 Increase the number of women in full-time professor positions

The EUI will take proactive measures to improve gender representation among full-time professors, including systematic inclusive recruitment practices and materials, active search strategies and monitoring at unit level. The long-term reference point is to move towards balanced representation. Departments and academic units with multi-year under-representation will be encouraged to reflect on recruitment patterns and consider targeted actions consistent with academic standards, specific features of disciplinary populations, including historical differences in gender composition, and institutional autonomy.

Responsibility: **HRS (Recruitment Team), PRO, Academic Units.**

2.2.3 Monitor gender balance in part-time professor positions

The EUI will monitor gender distribution among part-time professors, recognising the role these positions play in the academic staffing structure and academic activities of the Institute. Potential gender imbalances will be reviewed in dialogue with academic units. Where a continuous imbalance is identified, academic units will be encouraged to reflect on nomination practices and consider measures to promote a more balanced representation in future nominations, taking into account disciplinary expertise, candidates' availability, and academic needs.

Responsibility: **PRO, Academic Units, including STG and RSC**

2.2.4 Ensure equitable distribution of academic workload

The EUI will monitor the distribution of academic workload, including teaching, supervision, committee participation and administrative service, and, where feasible, relevant informal academic support responsibilities, using gender-disaggregated data. The aim is to identify and address imbalances that may affect research time, wellbeing and career progression. Findings will inform targeted measures agreed at unit level.

Responsibility: **Dean of Graduate Studies, Academic Units (Heads of Departments), PRO**

2.2.5 Ensure gender-equal treatment and opportunity in Academic Assistant/Research Fellow roles

The EUI will monitor gender patterns in Academic Assistant and Research Fellow positions, with particular attention to access to development opportunities, contract stability, workload, mentoring, teaching, supervision and informal academic support responsibilities where these are part of these roles. Where imbalances are identified, targeted measures will be considered in cooperation with academic units and relevant services, with the aim of supporting fair career development and progression.

Responsibility: **PRO, HRS, ACS**

2.2.6 Ensure gender-equal access and opportunity in fellowship programmes

The EUI will monitor gender patterns in fellowship programmes, including Max Weber Fellows and comparable programmes, with attention to recruitment and selection outcomes, and access to development opportunities. Where imbalances or barriers are identified, targeted measures will be considered in cooperation with the relevant units and services, with the aim of supporting fair access, experience and development for fellows.

Responsibility: **PRO, ACS, Academic Units**

2.2.7 Distinguish systematically between full-time and part-time faculty in monitoring

Monitoring and reporting related to faculty recruitment, workload and progression will systematically distinguish between full-time and part-time positions to ensure that gender patterns are not overlooked due to conflation of contract types. This will ensure that evidence-based actions can be adapted appropriately.

Responsibility: **HRS (EDI team)**

2.2.8 Unit-level monitoring and targeted follow-up

The EUI will introduce unit-level indicators on gender balance and progression for faculty positions. Where significant or continuous imbalances are observed, academic units will be invited to reflect on underlying causes and identify follow-up actions, respecting institutional autonomy and disciplinary specificities.

Responsibility: PRO, Academic Units, HRS (EDI Team)

Objective 2.3 Gender-fair admissions (Researchers, Master students, Fellows)

The EUI will ensure that admissions processes are fair, transparent, and inclusive across all programmes, while addressing imbalances in representation across subjects and limited diversity in applicant pools.

Gender balance will be monitored at all stages of the admissions process. Bias-aware procedures and standardised evaluation criteria will be applied, supported by training for selection committees.

Inclusive outreach, communication, and onboarding practices will be ensured and strengthened where necessary to improve accessibility and representation.

The EUI will also monitor progression, retention, and time to completion by gender and programme.

The EUI recognises that admissions outcomes, particularly at doctoral level, may be influenced by external factors such as national granting authorities, scholarship regulations, and the number of available funded positions. Within this context, the Institute will address gender imbalances to the extent possible through measures that fall under its institutional responsibility, such as monitoring and analysis of gender patterns, inclusive outreach, transparent and bias aware procedures, and engagement with external partners where relevant.

The EUI will also continue monitoring progression, retention, and time-to-completion by gender and programme, to ensure that potential gender patterns are addressed not only at admission stage but throughout EUI members' academic journey at the Institute.

2.3.1 Monitor gender balance across admissions

The EUI will monitor gender distribution at application, admission and enrolment stages across all academic programmes, including doctoral, master and fellowship and visiting programmes. Analysis will be conducted at programme and departmental level to identify imbalances or patterns requiring further attention. This monitoring supports transparency and analysis of patterns, without making gender a formal admissions criterion.

Responsibility: **ACS**

2.3.2 Ensure bias-aware admissions procedures

Admissions procedures will continue to be monitored to ensure transparency, consistency and awareness of potential bias. Where feasible, structured evaluation criteria and balanced admissions panels will be applied, supported by guidance and training, with the aim of ensuring equitable access and alignment with academic standards.

Responsibility: **ACS**

2.3.3 Inclusive outreach, application journey and induction for academic programmes

The EUI will continue ensuring that outreach materials, application processes and induction activities for academic programmes are inclusive and accessible. This entails using gender-inclusive language and ensuring representation in communications, visibility of role models, and enacting inclusive onboarding practices to promote a sense of belonging from the earliest stages of the academic journey.

Responsibility: **ACS, Academic Units, COMMS**

2.3.4 Monitor progression, retention and time-to-completion by gender

The EUI will monitor progression, retention and time-to-completion across programmes using gender disaggregated and, where feasible, intersectional data. Analysis will help identify differential outcomes and inform programme level reflection and improvement.

Responsibility: **ACS**

Objective 2.4 Support career development of women and underrepresented groups

The EUI will strengthen career development support to address persistent inequalities in career progression, particularly for women in senior roles and individuals from underrepresented backgrounds.

The Institute will provide targeted training, coaching, and leadership development opportunities, and implement an EUI-wide mentoring scheme for early-career academics.

2.4.1 Skills and leadership development programmes

The EUI will provide training, coaching and leadership development opportunities paying particular attention to women and other under-represented groups across professional and academic careers. These programmes aim to facilitate progression into senior roles and enhance institutional expertise.

Responsibility: **HRS Talent Management Team**

2.4.2 Mentoring programmes for early-career academics

The EUI will develop an institution-wide mentoring scheme for early-career academics, with particular attention to women and people experiencing gender-related barriers to career progression, and early-career academics from underrepresented groups. Mentoring will support career orientation, networking and progression while ensuring that mentoring contributions are recognised. Implementation may draw on existing support structures and mentoring programmes, including the Scholars' Hub, where relevant.

The target population, institutional ownership and respective roles of central services, programmes and academic units will be defined during the programme-design phase.

Responsibility: **ACS, Academic Units**

Objective 2.5 Ensure fair workload distribution across professional and teaching roles

This objective aims to ensure that the distribution of workload across professional and academic roles at the EUI is equitable, transparent and aligned with principles of gender equality and inclusion. It recognises that imbalances in teaching, supervision, administrative duties and institutional service can have long-term effects on career progression, visibility and wellbeing, may disproportionately affect certain groups and perpetuate gender stereotypes.

By strengthening monitoring and promoting more balanced allocation of responsibilities, the EUI seeks to prevent the accumulation of hidden or uneven workloads and to ensure that all members of the community can contribute to, and benefit from, institutional activities on equal terms.

2.5.1 Explore feasible approaches to monitoring workload distribution across professional and teaching roles

The EUI will explore feasible and proportionate approaches to assessing workload distribution across professional and teaching roles. As a first step, it will map available data, existing workload-allocation practices and relevant evidence sources, and clarify which forms of work

can be meaningfully and consistently assessed. This may include teaching, supervision, committee participation, leadership responsibilities, administrative tasks, institutional service, mentoring and informal support activities.

Based on this preparatory work, the EUI will determine whether, and in which areas, more systematic monitoring or targeted pilot reviews are feasible and useful. Findings may inform recommendations on workload planning, recognition and career-development processes, where applicable.

Responsibility: Academic Units, PRO, ACS, HRS (EDI Team) and relevant data analytics functions

Area 3. Work–Life Balance, Wellbeing and Inclusive Organisational Culture

Purpose: Strengthen conditions that support work–life balance, wellbeing, accessibility and inclusive participation across the EUI community.

Area 3 addresses the structural and cultural factors shaping work–life balance, wellbeing and inclusion across the EUI community.

Work-life balance and wellbeing measures under this area acknowledge that EUI members may experience diverse life situations that can create barriers to inclusion, such as those related to disability, long-term health conditions, and caregiving responsibilities. This area, in dialogue with other areas of this Plan, aims to introduce measures that contribute to removing those barriers; it recognises that it is important to ensure equal access and flexibility; it promotes an even distribution of care responsibilities, and provides institutional support to community initiatives in order to reduce cumulative disadvantages over time and throughout the EUI members' lifecycle.

In this area, wellbeing is understood in organisational terms, as the outcome of work arrangements, care-related support, flexibility and inclusive institutional culture that enable full participation of EUI members in institutional life.

Care responsibilities addressed under this area acknowledge parenting as well as other forms of caregiving, such as elder care, care for people with disabilities or care for dependent family members, which may affect work-life balance in specific ways.

Measures under Area 3 are complemented by actions under Area 2, which address career-related wellbeing through recruitment, workload and progression systems, and by Area 6, which addresses wellbeing in relation to psychological safety, dignity, and protection from harassment and gender-based violence. Together, these areas aim to ensure a coherent and comprehensive approach to wellbeing at the EUI.

Strategic focus of this area

This area strengthens the organisational conditions that enable all members of the EUI community to participate fully in institutional life. It treats wellbeing, care, flexibility and accessibility as structural equality issues rather than individual accommodations alone.

In practical terms, this means:

- making policies more responsive to diverse care, health and family situations;
- improving flexibility, accessibility and inclusive facilities;
- supporting inclusive transitions into and within the EUI community;
- recognising organisational culture as a key condition for belonging and participation.

Objective 3.1 Strengthen family-friendly and caregiving policies

This objective aims to ensure that institutional policies adequately reflect the diversity of care responsibilities across the EUI community and support equal access to work and study. It recognises that caregiving responsibilities—including parenting and other forms of dependency—may affect participation and career trajectories in different ways. By reviewing and strengthening policy frameworks, the EUI seeks to provide clear, consistent and inclusive conditions that support work–life balance while maintaining alignment with existing legal and institutional frameworks.

3.1.1 Review and strengthen parental and family policies

The EUI will continue to review parental and family related policies to ensure equal access across genders, EUI constituencies, and family formats, including same-sex parents, and carers. The review will explicitly recognise care responsibilities beyond parenting, such as elder care or care for dependent family members, and assess whether existing policies and practices appropriately address diverse caregiving situations.

The aim is to clarify minimum standards, ensure coherence across staff, faculty, researchers and students, and identify gaps that may require substantial, informational or coordination improvements, while having to consider alignment within existing EU legal and institutional frameworks which the EUI shall comply to.

Responsibility: **HRS, ACS**

3.1.2 Monitor parental leave uptake and gendered patterns

The EUI will monitor uptake of parental, maternity and paternity leave across genders, grades and contract types, analysing patterns that may be considered as evidence of structural or cultural barriers to leave-taking. Monitoring will consider uptake, duration and timing of leave, with attention to potential indirect career disadvantage risks.

Data will be used to promote gender equal take-up of leaves, discourage possible stigma associated with care related absences, and shape targeted measures if patterns of inequalities are identified.

Responsibility: **HRS, ACS**

3.1.3 Return-from-leave support and reintegration

The EUI will provide structured return-from-leave support, including voluntary check-ins and reintegration guidance, to support re-entry into work or study following parental, caregiving-related, or other significant periods of leave. This action aims to facilitate reintegration at a sensitive stage of both career and life, help maintain healthy team dynamics, support continuity of work and research, and address workload allocation or transition challenges linked to periods of leave.

Responsibility: **HRS, ACS**

3.1.4 Manager guidelines for parental leave and care transitions

The EUI will develop and disseminate guidelines for managers and supervisors on supporting transitions related to parental leave and other caregiving related absences. Guidance will cover preparation, handover, reintegration and workload planning.

The guidelines will explicitly recognise that caregiving responsibilities may arise in different forms and at different stages of the life course.

Responsibility: **HRS, ACS**

3.1.5 Change-of-name guidelines to support trans and non-binary EUI members

The EUI will consolidate and further develop institutional guidelines for change of name procedures to support trans and non-binary members of the EUI community. The guidelines will aim to ensure respectful and timely handling of name changes across relevant administrative systems, in line with applicable legal requirements and GDPR standards.

This action seeks to remove barriers, enhance clear information for staff, researchers and students, and ensure that preferred names are used consistently in professional and academic contexts wherever legally and technically feasible.

Responsibility: **HRS (EDI team), ACS**

3.1.6 Ensure access to gender-affirming healthcare for staff

The EUI will work to improve awareness, accessibility and institutional support regarding access to gender-affirming healthcare for staff members covered by the Joint Sickness Insurance Scheme (JSIS), taking into account the availability of such care for researchers, students, fellows and trainees through the Cigna insurance scheme.

This action aims to promote equity and consistency in access to healthcare information and support across EUI constituencies. The EUI will work with relevant internal services and insurance providers to clarify existing coverage, facilitate access to available procedures where necessary, and ensure transparent communication of available options to staff, while recognising that insurance conditions are governed by applicable legal, insurance and regulatory frameworks.

Responsibility: **HRS, Insurance (JSIS)**

Objective 3.2 Improve work–life balance and accessibility support systems

This objective focuses on strengthening the organisational conditions that enable balanced and sustainable participation in institutional life. It recognises that work arrangements, accessibility of facilities, and availability of support systems can either reduce or reinforce structural inequalities across genders and other dimensions. By improving flexibility, infrastructure and support measures, the EUI aims to remove barriers to participation and ensure that institutional systems are responsive to diverse needs, including those related to caregiving, health and accessibility.

3.2.1 Monitor and promote flexible working arrangements

The EUI will monitor access to and use of flexible working arrangements, including teleworking, flexible hours and part-time options, with attention to gendered patterns and differential use across grades and roles. Flexible working arrangements also support accessibility and reasonable accommodation needs, including those related to disability or long-term health conditions.

Monitoring will assess whether flexibility arrangements enable participation without unintended effects on workload allocation, visibility, or career progression, and will inform guidance or adjustments where needed.

Responsibility: **HRS**

3.2.2 Inclusive facilities and infrastructure (a): Childcare and caregiving support

The EUI will assess needs related to childcare and caregiving support, taking into account existing arrangements such as access to the crèche for conference participants through current procedures, the availability of facilities to support infant feeding needs, including breastfeeding and formula feeding, and potential gaps in facilities or affordability. Based on identified needs, services and facilities will be reviewed and where appropriate strengthened to support equal participation in academic, professional and community activities.

The procedure to authorise breastfeeding hours will be reviewed to ensure alignment with applicable national legislation with the aim of avoiding unintended penalisation for those who use such provisions.

Responsibility: **REFS, HRS, ACS**

3.2.3 Inclusive facilities and infrastructure (b): All-gender toilets

The EUI will assess and improve access to inclusive facilities across its premises, including the availability of all-gender toilets and appropriately signposted spaces. This action aims to ensure that physical environments support equitable access, dignity and inclusion for all members of the community, taking into account diverse needs and patterns of use.

Responsibility: **REFS, Inclusion and Sustainability Committee in coordination with Academic Units**

3.2.4 Access to period products and menstrual equity

The EUI will periodically assess and, where gaps are identified, improve the free provision of period products across campuses, including in gender-neutral facilities, and will review possible improvements based on usage patterns, identified gaps and available resources. This action supports dignity, health and inclusion and contributes to ensuring participation in EUI activities.

Responsibility: **REFS**

3.2.5 Menopause awareness and support

The EUI will raise awareness of menopause and its potential impact on wellbeing and working conditions, providing guidance and signposting support services. Guidance and awareness activities may also signpost relevant wellbeing and medical support services available within the EUI context. This action aims to reduce stigma, improve understanding, and support wellbeing across the life course.

Responsibility: **HRS (EDI Team), Talent Management Team (HRS)**

Objective 3.3 Inclusive onboarding and community support

This objective aims to support inclusive integration and participation across the EUI community, particularly at key transition points such as arrival and relocation. It recognises that access to information, support networks and community initiatives plays a critical role in shaping sense of belonging and long-term engagement. By strengthening onboarding processes, supporting community-driven initiatives, and addressing the needs of partners and dual-career contexts, the EUI seeks to foster an inclusive and supportive institutional environment.

3.3.1 Inclusive newcomer information

The EUI will continue reviewing and updating newcomer information to address diverse participation needs, including those related to parenting, caregiving, disability, accessibility, and trans and non-binary inclusion. Information will cover administrative procedures, facilities, reasonable accommodation pathways, support services and institutional contact points, supporting smooth transitions into the EUI community.

Responsibility: **HRS, ACS, ICT, Welcome Office, Housing Service, Talent Management Team, PRO**

3.3.2 Support bottom-up EDI-related initiatives and networks

The EUI will support bottom-up EDI-related networks and initiatives as part of participation, community building, and institutional support of initiatives highlighting and promoting EUI values. Support may include facilitation, visibility and, where appropriate and feasible, resources, while respecting the autonomy and diversity of initiatives. The contribution of these initiatives and the institutional support provided to them will be reviewed annually.

Responsibility: **HRS (EDI Team), Provost, COMMS, Academic Units**

3.3.3 Partner and dual-career support

The EUI will maintain and periodically review existing arrangements and information available to support partners and dual-career needs of recruited faculty, researchers and staff, particularly in contexts of international mobility.

Responsibility: **ACS, HRS, PRO**

Area 4. Gender in Research, Teaching and Knowledge

Purpose: Integrate gender and EDI considerations into research, teaching and knowledge exchange while respecting academic freedom and disciplinary diversity.

Area 4 aims to strengthen awareness and consideration of the gender dimension and broader equity considerations in research, teaching and knowledge production at the EUI, where relevant to the discipline, research questions and learning context. It recognises that research design, teaching content and methods, and knowledge dissemination are shaped by assumptions, methodologies and institutional practices that can affect inclusiveness, quality and relevance. By supporting awareness-raising in research design, inclusive teaching and curricular considerations, and equitable access to research resources for reflection and exchange, Area 4 seeks to contribute to academic excellence while creating conditions that

reflect the EUI commitment to gender equality, diversity and inclusion in full respect of academic freedom and disciplinary autonomy.

This area builds on the governance and data frameworks established in **Area 1**, and is closely linked to **Area 2**, as participation in research and access to funding are key components of academic careers. It also interacts with **Area 3**, which shapes the organisational conditions for participation, and with **Areas 5 and 6**, which support visibility, inclusion and safe learning and research environments. Together, these areas ensure a coherent approach to integrating gender and diversity into research and teaching.

Strategic focus of this area

This area links gender equality and inclusion to the EUI's core academic mission. It supports reflection on how research, teaching and knowledge practices can become more inclusive and socially relevant, while fully respecting academic freedom, disciplinary autonomy and methodological diversity.

In practical terms, this means:

- encouraging inclusive teaching and learning environments;
- supporting reflective approaches to curricula, syllabi and classroom practices where relevant;
- raising awareness of gender and diversity dimensions in research design and funding;
- increasing visibility and exchange around gender- and EDI-related knowledge.

Objective 4.1 Inclusive teaching and learning environments

This objective aims to strengthen inclusiveness in teaching and learning practices across the EUI by encouraging reflection, where relevant to disciplinary, pedagogical and programme contexts. It recognises that teaching methods, classroom dynamics and content can influence participation, representation and academic experience. By supporting awareness of inclusive teaching practices, pedagogical approaches and diversity in knowledge production, while respecting academic freedom and disciplinary autonomy, the EUI seeks to enhance the quality, accessibility and openness of its educational environment.

Implementation of the related actions may be coordinated with the Academic Service, the Office of the Dean of Graduate Studies and the Office of the Provost, and academic units, with support from the Scholars' Hub where relevant.

4.1.1 Structured discussions on inclusive teaching practices

The EUI will promote facilitated discussions at departmental and programme level on inclusive teaching and learning practices, drawing on the Handbook on Inclusive Teaching Practices and other tools developed by EUI experts, networks and initiatives. These discussions may also include attention to inclusive and trauma-informed classroom practices, where relevant. They aim to encourage reflection on classroom dynamics, assessment methods and interaction patterns, and to support the adoption of inclusive pedagogical approaches across disciplines.

Responsibility: **ACS, Academic Units, including STG and RSC**

4.1.2 Inclusive syllabi and reading lists

The EUI will encourage academic staff and programme teams to reflect on syllabus design and reading-list composition, with attention to gender balance, diversity of scholarly perspectives and global representation. Where noticeable imbalances occur, justification and reflection will be encouraged, and units may develop light-touch practices for documenting how discrepancies are considered in syllabus design. This aims to foster transparency and awareness without prescribing content.

Responsibility: **ACS, Academic Units**

4.1.3 Review and support the Inclusive Teaching Handbook

The EUI will review, disseminate and support the Handbook on Gender-Inclusive Teaching, promoting its use as a practical reference for teaching staff, researchers and fellows involved in teaching or learning activities. Dissemination will be supported through facilitated discussions at unit level, with a view to integration into teaching practices where appropriate. The aim is to strengthen inclusive classroom practices across programmes and career stages.

Responsibility: **ACS, Academic Units and relevant stakeholders involved in teaching practices**

Objective 4.2 Gender and diversity in research design and funding

This objective focuses on integrating gender and broader diversity considerations into research processes, where relevant, in order to strengthen the quality, rigour and societal relevance of research outputs. It recognises that research design, data selection, and access to funding opportunities may reflect structural inequalities. By promoting awareness, improving access to inclusive research resources, and strengthening monitoring of participation in research funding, the EUI aims to ensure that research practices are both excellent and inclusive.

4.2.1 Gender dimension in research

The EUI will promote consideration of the gender dimension and intersecting inequalities in research design, implementation and dissemination, where relevant to the discipline and research question(s). Guidance and awareness-raising will support researchers in identifying when and how such considerations enhance research quality and societal relevance.

Responsibility: **Academic units, HAEU and ADG Centre, PRO**

4.2.2 Inclusive research resources and digital tools

The EUI will continue supporting access to inclusive research resources, including library collections, multilingual and diverse datasets (i.e. broadening representation of diverse populations, contexts and perspectives), and digital tools vetted for potential bias where relevant. This action aims to ensure that research infrastructure supports inclusive and high-quality knowledge production across disciplines, while remaining aligned with researchers' needs and current acquisition practices. The Library, ICT and relevant academic and research support services will contribute through guidance, training and light-touch curation rather than formal compliance requirements.

Responsibility: **PRO, LIB, ICT**

4.2.3 Monitor gender balance in external research grants

The EUI will monitor gender patterns in applications for, access to and leadership of external research grants. The analysis will consider the gender distribution of grant applicants, successful applicants, and of Principal Investigators to identify potential disparities in participation and outcomes. Monitoring will inform further analysis and, where appropriate, targeted guidance for applicants. This monitoring will not constitute an assessment of external funders or their evaluation procedures.

Responsibility: **DEXT, PRO, with input from HAEU and ADG Centre where relevant**

Objective 4.3 Collaboration, visibility and recognition in gender and EDI research

This objective aims to enhance the visibility and recognition of gender-related and diversity-informed research across the EUI, and to support interdisciplinary exchange in this area. It acknowledges that expertise and initiatives are often dispersed across units and disciplines. By promoting knowledge-sharing platforms and recognition mechanisms, the EUI seeks to consolidate existing strengths, foster collaboration, and reinforce its role as a reference point for research on gender, diversity and intersectionality.

4.3.1 Coordinate Gender and EDI knowledge exchange through existing initiatives and the Inclusion and Sustainability Dialogues

The EUI will explore mechanisms for connecting existing Gender and EDI-related research, teaching and knowledge-exchange activities across academic units, building on existing practices and initiatives, such as the Gender Equality Gathering, and linking them with the Inclusion and Sustainability Dialogues. The Dialogues are understood as structured participatory spaces bringing together EUI societies, networks, community groups, bottom-up initiatives and other members of the EUI community to share insights, identify emerging issues and contribute proposals on inclusion and sustainability priorities. The objective is to improve visibility of existing expertise, promote interdisciplinary exchange, and strengthen connections between research, teaching, institutional practice and community-led input. Relevant knowledge-exchange activities will draw on the Inclusive Events Guidelines, in line with Action 5.1.3.

Responsibility: **PRO, Academic Units, ACS, COMMS**

4.3.2 Annual award for research on gender and EDI

The EUI will introduce an annual award recognising outstanding master, doctoral or postdoctoral research addressing gender equality, diversity, or gender-mainstreamed research. The award aims to enhance visibility and academic recognition of work in this field.

Responsibility: ACS; Award Committee; Inclusion and Sustainability Committee (advisory role)

Area 5. Representation, Communication and Visibility

Purpose: Strengthen inclusive communication, institutional visibility and representation so that gender equality and EDI commitments are visible, shared and accessible.

Area 5 focuses on strengthening inclusive institutional culture, communication practices, and visibility of gender equality and EDI commitments at the EUI. It recognises that everyday language, imagery, representation, and practices contribute to shaping behaviours, belonging and participation. By promoting inclusive communication standards, diverse representation, and visibility and support of EDI initiatives, this area aims to strengthen shared responsibility for equity, diversity, and inclusion across the Institute.

This area complements **Area 1**, which provides the governance framework for EDI implementation, and **Area 4**, where gender-related knowledge and research are produced. It also supports **Area 3** by contributing to an inclusive organisational environment and reinforces **Area 6** through awareness-raising and communication of standards and support mechanisms. Together, these areas strengthen institutional culture and engagement.

Strategic focus of this area

This area focuses on the symbolic, communicative and cultural dimensions of institutional change. It recognises that language, imagery, visibility and representation shape how equality commitments are understood, shared and experienced across the EUI community.

In practical terms, this means:

- promoting inclusive and accessible communication standards;
- ensuring more diverse and non-stereotypical representation in institutional materials, events and panels;
- making GEP and EDI initiatives visible, transparent and easy to follow;
- strengthening shared ownership through events, webpages and institutional visibility practices.

Objective 5.1 Inclusive communication and representation

This objective aims to strengthen inclusive communication practices across the EUI, recognising the role of language, imagery, event planning and panel composition, and representation in shaping institutional culture and perceptions of belonging. It promotes consistent use of inclusive and accessible communication standards while respecting disciplinary and academic specificities. By supporting awareness and coherence in communication practices, the EUI seeks to ensure that its institutional voice reflects its commitments to equity, diversity and inclusion.

5.1.1 Inclusive communication guidelines

The EUI will develop and implement institutional inclusive communication guidelines covering internal and external communications. The guidelines will address inclusive language, representation, accessibility, and non-stereotypical narratives across different event and meeting formats, and audiences. They will support academic units and services in communicating consistently with the EUI's EDI commitments, while respecting academic freedom and subject specificities.

Responsibility: **COMMS, HRS (EDI Team)**

5.1.2 Diverse representation in EUI media and materials

The EUI will promote diverse and inclusive representation across its institutional media and materials. This will include measures, such as institutional inclusive guidelines, to ensure that narratives, images, and examples used in publications, promotional content, and websites reflect the diversity of the EUI community.

Responsibility: **COMMS, HRS (EDI Team)**

5.1.3 Promote inclusive events and gender-diverse panels

The EUI will promote implementation of the existing Inclusive Events Guidelines across academic units and services, supporting organisers in embedding gender equality, diverse representation and accessibility into event planning and delivery. Particular attention will be paid to preventing all-male panels ('manels') through proactive identification and invitation of a diverse range of speakers, in line with the Guidelines. Dissemination and practical guidance will support organisers in applying these principles across event formats.

The implementation of the Inclusive Events Guidelines will be reflected in the forthcoming framework on the organisation and promotion of institutional events, to be developed as part of the EUI communications strategy. In this context, gender diversity and efforts to prevent all-male panels will be taken into account in decisions concerning the communication and visibility of institutional events. Progress will be reviewed through feedback from organising units, including on steps taken to increase panel diversity and prevent manels.

Responsibility: **COMMS - coordination, relevant stakeholders in Academic Units and Services involved in the organisation of events - implementation, REFs – operational support, HRS (EDI Team) - advisory support.**

Objective 5.2 Visibility of gender equality and EDI initiatives

This objective focuses on enhancing the visibility, accessibility and transparency of gender equality and EDI initiatives across the EUI. It recognises the importance of communication, events and shared platforms in building institutional awareness, engagement and accountability. By strengthening visibility and creating spaces for dialogue and participation, the EUI aims to reinforce collective ownership of EDI objectives and support ongoing reflection and improvement.

5.2.1 Develop a GEP webpage with a progress tracker

The EUI will develop and maintain a dedicated webpage for the GEP to ensure transparency, accessibility, engagement and continuous monitoring of the process. The webpage will include the full GEP document and a public progress tracker displaying the implementation status of the actions and key milestones, updated regularly in collaboration with responsible units and services, enabling the EUI community to follow the advancement of the GEP.

Where relevant, the webpage will also provide access to practical resources and engagement tools, such as guidance materials, training opportunities, online learning modules, institutional policies, examples of good practice, to facilitate participation and awareness across the EUI community.

Responsibility: **HRS (EDI Team), COMMS, Web Unit (ICT)**

5.2.2 Continue developing EDI and International Women's Day webpages; celebrate IWD and other key dates for gender equality

The EUI will continue developing and updating EDI and International Women's Day webpages to enhance visibility and accessible communication on gender equality initiatives. Dedicated events, communications, awareness campaigns, and visibility actions will be organised to celebrate IWD and other key EDI dates, fostering a culture of inclusion across the EUI community. The webpages will provide a space to highlight relevant initiatives by units and centres, including HAEU and the ADG Centre, and bottom-up initiatives at the Institute.

Responsibility: **HRS (EDI Team), COMMS, Web Unit (ICT)**

5.2.3 Introduce an annual EDI institutional event

The EUI will introduce an Annual EDI Institutional Event to formally discuss achievements and ongoing challenges, review progress on gender equality objectives, present updated data, and engage the community in identifying challenges and solutions. The event will draw on EUI academic and professional expertise and will invite units and services to showcase successful interventions, good practices and lessons learned. It will include participatory formats such as workshops and roundtables, incorporating experiences and expertise from bottom-up initiatives. The event will be planned and delivered in line with the Inclusive Events Guidelines and Action 5.1.3. Outcomes will be integrated into the Annual EDI Report.

Responsibility: **HRS (EDI Team), PRO, Academic Units, including RSC, STG, MWP, HAEU and ADG Centre**

5.2.4 Naming of institutional spaces, chairs, green areas and academic prizes

The EUI will continue addressing imbalances in the naming of rooms, institutional spaces, chairs, green areas and academic prizes or awards, increasing the representation of women and underrepresented groups. In relation to academic chairs, prizes and other naming decisions involving external stakeholders or funding entities, the EUI will seek, where feasible, to promote gender equality and diverse representation considerations in future naming decisions.

Responsibility: **PRO, REFS, Inclusion and Sustainability Committee, HAEU (as consulted stakeholder)**

Area 6. Gender-Based Violence, Harassment Prevention, Wellbeing and Psychological Safety for Underrepresented Groups

Purpose: Prevent and respond to harassment and gender-based violence through awareness, trusted reporting pathways, accountability, support and psychological safety.

Area 6 addresses gender-based violence (GBV) and harassment as a continuum of behaviours, ranging from everyday discriminatory, sexist or exclusionary conduct and micro-aggressions to psychological, sexual and physical harassment or violence. The EUI recognises that such behaviours are rooted in unequal power relations and may intersect with other grounds of discrimination. It therefore aims to adopt a comprehensive, preventive and survivor-centred approach that combines awareness-raising, early intervention, clear

reporting pathways that provide protection from retaliation, accountability mechanisms, and support services leading to a culture of belonging and psychological safety.

This area is supported by **Area 1**, which provides governance and accountability mechanisms, and interacts with **Area 3**, which addresses organisational wellbeing and participation conditions. It is also connected to **Area 5**, which contributes to awareness-raising and communication of standards, and to **Area 2**, where fair and inclusive institutional processes help prevent power imbalances. Together, these areas ensure a coherent and comprehensive approach to safety, dignity and inclusion.

Strategic focus of this area

This area strengthens the EUI's institutional capacity to prevent and respond to harassment, gender-based violence and related harms. It frames safety, dignity and psychological safety as collective responsibilities that require prevention, trusted reporting pathways, accountability and support.

In practical terms, this means:

- building a culture of respectful conduct and early prevention;
- making reporting and support pathways visible, accessible and trusted;
- ensuring fair, timely and victim-centred procedures;
- strengthening psychological, peer and capacity-building support for the community.

Objective 6.1 Prevention and Institutional Culture

This objective aims to promote a culture of respect, dignity and psychological safety across the EUI by addressing behaviours that may contribute to harassment and exclusion. It recognises that gender-based violence exists along a continuum, including everyday practices and interactions. Through awareness-raising, training and leadership engagement, the EUI seeks to prevent harmful behaviours and foster a shared understanding of acceptable conduct.

6.1.1 Psychological safety and awareness-raising

The EUI will strengthen prevention by addressing early and often normalised behaviours, such as sexist and discriminatory language, inappropriate comments, micro-aggressions and abuse of power, that form part of the continuum of harassment. Preventive efforts may include awareness-raising initiatives, leadership engagement and tailored training, inclusive community-building and socialisation spaces that support belonging and mutual awareness across the EUI community. Through these initiatives, the Institute will promote a shared understanding of respectful conduct and awareness of unacceptable behaviours before escalation occurs.

Responsibility: **HRS (EDI Team), ACS, Harassment Policy Committee**

6.1.2 Prevention of harassment affecting under-represented and marginalised groups

The EUI recognises and addresses the higher vulnerability to harassment, discrimination and marginalisation experienced by under-represented groups, including trans and non-binary persons, people with disabilities, and ethnic or racial minorities. Preventive measures will

adopt an intersectional perspective, raising awareness of how power imbalances and multiple forms of disadvantage can affect these groups, while ensuring that their inclusion is mainstreamed across institutional policies and practices. Preventive measures may include (but are not limited to) targeted awareness-raising, training and guidance initiatives, accessible information on support mechanisms, consultation with affected groups, and periodic review of whether institutional practices create particular barriers or risks.

Responsibility: **HRS (EDI Team), ACS, HRS, Harassment Policy Committee**

Objective 6.2 Reporting, Early Intervention and Protection

This objective focuses on ensuring that institutional mechanisms for reporting and addressing harassment and gender-based violence are accessible, trusted and effective. It recognises the importance of early intervention and the need to remove barriers to reporting. By strengthening reporting pathways, protection measures and monitoring approaches, the EUI aims to ensure timely, appropriate and supportive responses to concerns raised by members of the community.

6.2.1 Accessible reporting pathways

The EUI will ensure that reporting mechanisms for harassment and gender-based violence are visible, accessible by all members of the community. Both informal support systems and formal reporting will be clearly communicated to encourage early disclosure and intervention, ensuring that the Institute responds to concerning behaviours before they escalate along the continuum of violence.

The EUI will periodically assess familiarity in existing mechanisms and consider whether additional options are required.

Responsibility: **HRS (EDI Team), COMMS, Harassment Policy Committee**

6.2.2 Monitor experiences of harassment and the effectiveness of support mechanisms

The EUI will periodically assess experiences and perceptions of harassment, discrimination, GBV and psychological safety through anonymised climate surveys. These tools aim to capture a broad spectrum of behaviours and views, including those that do not end up in formal complaints or contact with internal support systems. The data will be used to inform systemic preventive actions, training objectives, policy improvement and systemic change rather than solely individual case handling.

Responsibility: **HRS (EDI Team), Harassment Policy Committee**

6.2.3 Protection against retaliation

The EUI will ensure effective protection for individuals who report or disclose harassment, discrimination or gender-based violence, as well as for bystanders and others involved in procedures. Safeguards against retaliation and appropriate protective measures will be applied to enhance trust in institutional mechanisms and to prevent further harm while cases are addressed.

Where appropriate, such measures may include, but are not limited to, confidentiality protections, practical arrangements aimed at minimising the risk of further harm, and ongoing support throughout the process.

Responsibility: **HRS (EDI Team), Legal Office, Health and Security Officer (REFS), PRO, Harassment Policy Committee**

Objective 6.3 Accountability and procedures

This objective aims to ensure that institutional processes for handling cases of harassment, discrimination and gender-based violence are fair, transparent and proportionate. It recognises that clear procedures and accountability mechanisms are essential to maintaining trust and ensuring effective resolution of cases. By reinforcing standards for investigations and decision-making, the EUI seeks to uphold its responsibility to address misconduct consistently and appropriately.

6.3.1 Fair, timely and victim-centred procedures

The EUI will ensure that institutional procedures for investigating harassment, discrimination and gender-based violence are fair, timely, proportionate and adopt a victim-centred approach. Clear roles, responsibilities and timelines will be guaranteed to ensure fairness, safeguard all parties, and reinforce the EUI's accountability in responding to misconduct.

Responsibility: **HRS (EDI Team), PRO, Audit Office, Harassment Policy Committee**

Objective 6.4 Support and Wellbeing

This objective focuses on ensuring that individuals affected by harassment, discrimination or other harmful behaviours have access to appropriate support and resources. It recognises that recovery and wellbeing are integral to an effective institutional response. By strengthening psychological, peer and support services, the EUI aims to provide a responsive and inclusive support environment that addresses diverse needs and contributes to long-term wellbeing.

6.4.1 Psychological and peer support

The EUI will provide accessible psychological and peer-support services for individuals affected by harassment, discrimination or gender-based violence, as well as for those impacted by it. Support services will be clearly signposted; recovery and longer-term wellbeing will be recognised as key elements of an effective institutional response.

As part of this approach, the EUI will promote and continue to support peer and self-help initiatives facilitated by the EUI Psychological and Wellbeing Service, including the creation of voluntary, confidential, peer-led support groups. These groups provide safe spaces for sharing experiences, mutual support and coping strategies, and complement professional services by addressing concerns that may arise at different points along the continuum of harassment and psychological distress.

Responsibility: **ACS (including the Psychological Support and Wellbeing Service), HRS (+TMG), Harassment Policy Committee**

6.4.2 Institution-wide harassment prevention training

The EUI will expand and strengthen training on harassment prevention, bias, micro-aggressions and bystander intervention through a combination of online and in-person formats. Training will be adapted to different roles and responsibilities, with particular attention to those in teaching, supervisory and managerial roles. Training, guidance and skills development will focus on recognising early warning signs along the continuum of harassment,

responding appropriately to disclosures, and fostering a culture of psychological safety and collective responsibility.

Responsibility: **ACS (including the Psychological Support and Wellbeing Service), HRS, Harassment Policy Committee, COMMS, PRO**

Annex 1. Monitoring Table

This annex provides a consolidated monitoring table for the Gender Equality Plan 2026–2031. It summarises key monitoring elements for each action, drawing on the plan and the attached workbook, including indicators or KPIs, likely evidence sources, review frequency, responsibility, and baseline or target notes to support annual follow-up.

Area 1. Governance, Monitoring and Institutional Framework

Action	Indicator / KPI	Data source / evidence	Frequency	Responsibility	Timeline (2026–2031)	Status
1.1.1 Review and strengthen the EDI governance framework	Governance review completed; mandates, reporting lines and accountability arrangements clarified	Governance review documents; President's Decision; committee records	Annual	HRS (EDI Team), PRO	Review 2026; implementation 2027–2031	Not started
1.2.1 Annual EDI monitoring and reporting	Annual EDI report produced; data coverage expanded; reporting accessible to the EUI community	Annual EDI Report; HR/ACS data; governance data	Annual	HRS (EDI Team)	Annual 2026–2031	Not started
1.2.2 Introduce Gender Pay Gap Monitoring	Gender pay gap analysis established and reported, with structural explanations	HR analytics; payroll and grade data; annual EDI reporting	Annual	HRS (EDI Team)	Methodology and data scoping 2027; first analysis 2028; periodic monitoring thereafter	Not started

	identified where relevant					
1.2.3 Strengthen data systems to support comparable EDI monitoring	Data consistency and comparability improved across relevant systems; discrepancies reduced	Data-system mapping; HR/ACS/ICT records; annual EDI reporting	Annual	HRS (EDI Team), ICT, ACS, Legal Office	Mapping 2026; phased improvement 2027–2031	Not started
1.3.1 Introduce gender balance rules in committees and decision-making bodies	Rules adopted; committee composition monitored; mitigating measures documented where required	Committee composition data; appointment records; governance files	Annual	PRO, Inclusion and Sustainability Committee, HRS (EDI Team)	Adoption 2026; annual monitoring 2027–2031	Not started
1.3.2 Promote broader diversity representation in governance	Diversity considerations reflected in governance monitoring where feasible and appropriate	Governance monitoring data; annual EDI report; committee records	Annual	PRO, Inclusion and Sustainability Committee, HRS (EDI Team)	Annual 2026–2031	Not started
1.4.1 Introduce an institutional Equality Impact Assessment framework	EIA framework developed and piloted; proportionate use embedded in	EIA framework; pilot records; policy review documentation	Annual	HRS (EDI Team), PRO	Framework development 2027; pilot 2028; proportionate rollout 2029–2031	Not started

	relevant policy processes					

Area 2. Recruitment, Admissions, Career Progression, Academic Progression and Leadership

Action	Indicator / KPI	Data source / evidence	Frequency	Responsibility	Timeline (2026–2031)	Status
2.1.1 Gender-balanced selection committees (professional staff hiring)	% of selection committees balanced or with both genders represented	Recruitment records; selection board logs	Annual	HRS, Recruiting Units, Staff Committee	Annual 2026–2031	Not started
2.1.2 Bias-aware structured interviews and vacancy review	% vacancies screened; % panels trained; use of structured interviews	Vacancy templates; training records; recruitment guidance	Annual	HRS (Talent Management Team), ACS, Academic Units, Recruiting Units	Progressive rollout 2026–2031	Not started
2.1.3 Candidate experience monitoring (staff recruitment)	Survey analysis; response rate; % procedures covered; satisfaction across genders	Candidate surveys; recruitment feedback analysis	Annual	HRS, ACS, Academic Units	Annual 2026–2031	Not started
2.1.4 Address gender balance in professional staff grades	% women and men by grade; AD representation; promotions by gender and grade	HR analytics; workforce reports	Annual	HRS (including Talent Management Team), PRO	Annual 2026–2031	Not started

2.2.1 Gender representation in selection committees (faculty hiring)	% of faculty selection committees balanced or proportionately representative	Faculty recruitment records	Annual	HRS, PRO, Recruiting Units, PRE	Annual 2026–2031	Not started
2.2.2 Increase the number of women in full-time professor positions	Year-on-year increase in the share of women among full-time professors and new hires, taking account of baseline, turnover, disciplinary context and opportunities over 2026–2031	Faculty HR data; recruitment outcomes by unit	Annual	HRS, PRO	Annual 2026–2031	Not started
2.2.3 Monitor gender balance in part-time professor positions	Gender distribution in part-time professor roles	Faculty records; unit-level monitoring	Annual	PRO, Academic Units, including STG and RSC	Annual 2026–2031	Not started
2.2.4 Ensure equitable distribution of academic workload	Available academic workload evidence reviewed; feasible workload measures identified; targeted follow-up agreed where material imbalances are evidenced	Existing workload-allocation records; administrative data where available; committee records; targeted surveys or consultations	Annual progress review	Dean of Graduate Studies, Heads of Departments, PRO	Evidence and methodology review 2027–2028; targeted monitoring or follow-up from 2029 where feasible	Not started
2.2.5 Ensure gender-equal treatment and	Gender distribution, progression rates and access to development	HR/ACS analytics; academic unit	Annual	PRO, HRS, ACS	Annual 2026–2031	Not started

opportunity in AA/RF roles	opportunities monitored annually, with follow-up measures introduced where persistent inequalities are identified over 2026–2031	data; progression tracking				
2.2.6 Ensure gender-equal access and opportunity in fellowship programmes	Gender distribution, selection outcomes, access to development opportunities and progression after fellowship monitored annually, with follow-up measures considered where persistent inequalities are identified	Fellowship programme data; ACS analytics; academic unit records; progression tracking	Annual	PRO, ACS, Academic Units	Annual 2026–2031	Not started
2.2.7 Distinguish systematically between full-time and part-time faculty in monitoring	% of datasets disaggregated by FT/PT	Faculty monitoring datasets	Annual	PRO, HRS	Phased 2026–2031	Not started
2.2.8 Unit-level monitoring and targeted follow-up	Units reporting indicators; units with progress or action taken	Unit KPI reports; annual EDI/GEP review	Annual	PRO, Academic Units, HRS (EDI Team)	Indicator design 2027; pilot 2028; targeted follow-up 2029–2031	Not started

2.3.1 Monitor gender balance across admissions	Gender balance at application, admission and enrolment stages	Admissions data by programme and stage	Annual	ACS	Annual 2026–2031	Not started
2.3.2 Ensure bias-aware admissions procedures	% programmes with structured criteria; % admissions panels trained	Admissions procedures; training records	Annual	ACS	Progressive rollout 2026–2031	Not started
2.3.3 Inclusive outreach, application journey and induction for academic programmes	% reviewed materials/webpages; use of inclusive events guidelines; onboarding feedback	Web/content reviews; event checklists; newcomer surveys	Annual	ACS, Academic Units, COMMS	Annual 2026–2031	Not started
2.3.4 Monitor progression, retention and time-to-completion by gender	Retention gaps; time-to-completion gaps; progression by programme and gender	Student lifecycle data; programme reviews	Annual	ACS	Annual 2026–2031	Not started
2.4.1 Skills and leadership development programmes	Participation and completion rates sustained across the plan period; feedback used for iterative improvement; contribution to a more diverse	Training records; participant feedback	Annual	HRS Talent Management Team	Annual 2026–2031	Not started

	leadership pipeline reviewed by 2031					
2.4.2 Mentoring programmes for early-career academics	Target population, institutional ownership and respective roles defined; existing support structures and mentoring programmes mapped; feasible programme model developed; pilot or phased implementation considered subject to agreement, evaluation and capacity; participation and perceived value reviewed where activities are introduced	Programme-design documentation; mapping of existing mentoring and support structures; consultation records; pilot records and participant feedback where applicable	Annual progress review	ACS, Academic Units	Mapping, consultation and programme design 2027–2028; pilot or phased implementation from 2029, subject to agreement and capacity	Not started
2.5.1 Explore feasible approaches to monitoring workload distribution across professional and teaching roles	Available data, workload-allocation practices and evidence sources mapped; methodological options assessed; feasible areas for monitoring or targeted pilot reviews identified; recommendations developed where appropriate	Data and evidence mapping; workload-allocation practices; administrative records where available; surveys, consultations or focused reviews	Annual progress review	Academic Units, PRO, ACS, HRS (EDI Team) and relevant data analytics functions	Scoping and methodology 2027–2028; targeted pilots or monitoring from 2029 where feasible	Not started

Area 3. Work–Life Balance, Wellbeing and Inclusive Organisational Culture

Action	Indicator / KPI	Data source / evidence	Frequency	Responsibility	Timeline (2026–2031)	Status
3.1.1 Review and strengthen parental and family policies	Policy review completed; minimum standards identified; prioritised gaps addressed or action plans agreed, subject to legal and institutional feasibility	Policy review documents; comparative mapping	Annual review of progress	HRS, ACS	Review 2027–2028; prioritised improvements 2029–2031	Not started
3.1.2 Monitor parental leave uptake and gendered patterns	Gender-disaggregated parental leave data; analysis of uptake, duration and timing	HR/ACS leave data; annual EDI/GEP report	Annual	HRS, ACS	Annual 2026–2031	Not started
3.1.3 Return-from-leave support and reintegration	Check-in mechanism in place; % returners offered support; satisfaction with reintegration	Check-in records; returner feedback	Annual	HRS, ACS	Design 2027; pilot 2028; implementation and review 2029–2031	Not started
3.1.4 Manager guidelines for parental leave and care transitions	Guidelines developed and disseminated; integration into management practice	Guidelines; manager communications; training materials	Annual	HRS, ACS	Development 2027; dissemination and use from 2028	Not started

3.1.5 Change-of-name guidelines to support trans and non-binary EUI members	Guidelines adopted; awareness and training coverage	Guidelines; training records; awareness survey	Annual	HRS, ACS	Adopt in 2026; monitor 2027–2031	Not started
3.1.6 Ensure access to gender-affirming healthcare for staff	Coverage available; clear information provided; % staff aware of access route	Insurance documentation; website content; awareness surveys	Annual	HRS, Insurance (JSIS)	Coverage and information review 2027; improvements and communication 2028–2031, subject to applicable frameworks	Not started
3.2.1 Monitor and promote flexible working arrangements	Flexible working tracked by gender and role; staff perception of accessibility and fairness	HR flexible-work records; staff surveys	Annual	HRS	Annual 2026–2031	Not started
3.2.2 Inclusive facilities and infrastructure (a): Childcare and caregiving support	Needs assessment completed in the early plan phase; inclusive facilities standards adopted where feasible; improvements prioritised and tracked	Needs assessment; facilities mapping; REFS records	Annual	REFS, HRS, ACS	Needs assessment 2027; prioritised improvements 2028–2031, subject to feasibility and resources	Not started

	progressively through 2031					
3.2.3 Inclusive facilities and infrastructure (b): All-gender toilets	Buildings with all-gender toilets and signposting progressively increased over the plan cycle, in line with feasibility, infrastructure constraints and prioritised needs	Facilities plans; REFS records	Annual	REFS, Inclusion and Sustainability Committee, in coordination with Academic Units	Facilities mapping and prioritisation 2027; phased improvements 2028–2031, subject to infrastructure constraints and resources	Not started
3.2.4 Access to period products and menstrual equity	Availability of free period products; awareness and ease of access	Facilities/restocking records; awareness surveys	Annual	REFS	Annual 2026–2031	Not started
3.2.5 Menopause awareness and support	Information and guidance developed; staff awareness	Guidance materials; awareness surveys	Annual	HRS (EDI Team), Talent Management Team (HRS)	Guidance and signposting 2027; awareness activities and periodic review 2028–2031	Not started
3.3.1 Inclusive newcomer information	Review completed; % new members finding information relevant; awareness of support systems	Onboarding review; newcomer survey	Annual	HRS, ACS, ICT, Welcome Office, Housing Service, Talent Management Team, PRO	Review in 2027; maintain 2028–2031	Not started

3.3.2 Support bottom-up EDI-related initiatives and networks	Mapping completed in the early phase; support workflow established; visibility and institutional support for initiatives reviewed and strengthened annually through 2031	Initiatives register; annual EDI report; support records	Annual	HRS (EDI Team), Provost, COMMS	Annual 2026–2031	Not started
3.3.3 Partner and dual-career support	Availability of partner-support information; usage; satisfaction	Support materials; referral records; user feedback	Annual	ACS, HRS, PRO	Review existing arrangements 2028; maintain or improve support 2029–2031 where feasible	Not started

Area 4. Gender Dimension in Research, Teaching and Knowledge

Action	Indicator / KPI	Data source / evidence	Frequency	Responsibility	Timeline (2026–2031)	Status
4.1.1 Structured discussions on inclusive teaching practices	Units/programmes organising discussions; participation; perceived usefulness	Programme records; attendance logs; feedback forms	Annual	ACS, Academic Units, including STG and RSC	Pilot 2027; scale-up 2028–2031	Not started
4.1.2 Inclusive syllabi and reading lists	Share of courses/programmes	Course review records;	Annual	ACS, Academic Units, including STG and RSC	Annual 2026–2031	Not started

	reviewing syllabi; reflective justifications where needed	programme documentation				
4.1.3 Review and support the Inclusive Teaching Handbook	Handbook reviewed and updated where needed; dissemination activities completed; facilitated discussions held; awareness and reported use as a practical reference reviewed	Handbook distribution records; awareness checks	Annual	ACS, Academic Units and relevant stakeholders involved in teaching practices	Annual 2026–2031	Not started
4.2.1 Gender dimension in research	Guidance available; researcher awareness; inclusion of gender dimension where applicable	Guidance materials; researcher survey; project/application materials	Annual	Academic units, HAEU and ADG Centre, PRO	Guidance 2027; monitoring 2028–2031	Not started
4.2.2 Inclusive research resources and digital tools	Inclusive resources identified; guidance on bias-aware digital/AI tools; researcher uptake	Library/ICT inventories; guidance notes; usage data	Annual	PRO, LIB, ICT	Mapping 2026; annual review 2027–2031	Not started
4.2.3 Monitor gender balance in external research grants	Gender distribution of applicants, awardees and Principal Investigators	Grant data; PI records	Annual	DEXT, PRO, with input from HAEU and ADG Centre where relevant	Annual 2026–2031	Not started
4.3.1 Coordinate Gender and EDI knowledge exchange through existing initiatives and the	Coordination mechanism explored; knowledge-sharing activities linked to existing initiatives and, where relevant, the Inclusion and Sustainability	Coordination notes; event records; Dialogue inputs; feedback	Annual	PRO, Academic Units, ACS, COMMS	Concept 2026; rollout 2027–2031	Not started

Inclusion and Sustainability Dialogues	Dialogues; participation across units reviewed					
4.3.2 Annual award for research on gender and EDI	Award framework established; number of submissions; visibility and dissemination	Award call and committee records; communications	Annual	ACS, Award Committee, Inclusion and Sustainability Committee (advisory role)	Framework and resourcing decision 2028; first award from 2029, subject to approval and capacity	Not started

Area 5. Representation, Communication and Visibility

Action	Indicator / KPI	Data source / evidence	Frequency	Responsibility	Timeline (2026–2031)	Status
5.1.1 Inclusive communication guidelines	Guidelines include gender-sensitive language; reviewed materials align with inclusive communication standards; relevant staff trained	Guidelines; review logs; training records	Annual	COMMS, HRS (EDI Team)	Draft and rollout 2026–2031	Not started
5.1.2 Diverse representation in	Guidelines implemented; materials and	Content audits; webpage and material reviews	Annual	COMMS, HRS (EDI Team)	Annual 2026–2031	Not started

EUI media and materials	webpages reviewed for diverse and non-stereotypical representation					
5.1.3 Promote inclusive events and gender-diverse panels	Inclusive Events Guidelines disseminated and reflected in the forthcoming Guidelines on the organisation and promotion of institutional events; practical guidance provided; feedback reviewed on implementation, including steps taken to increase panel diversity and prevent all-male panels (‘manels’)	Guidelines on the organisation and promotion of institutional events and preparatory documents; dissemination and guidance materials; feedback from organising academic units and services	Annual progress review	COMMS (Events Team) – coordination; organising Academic Units and Services – implementation; HRS (EDI Team) – advisory support; REFS – operational support	Dissemination and implementation support throughout 2026–2031; integration in line with the forthcoming institutional event-guidance timetable; annual review	Guidelines already in place; implementation progress to be confirmed
5.2.1 Develop a GEP webpage with a progress tracker	Webpage launched; tracker operational and regularly updated; completeness and usability of progress information improved across the plan cycle	Webpage; tracker update logs; web analytics	Quarterly update / annual review	HRS (EDI Team), COMMS, Web Unit (ICT)	Launch 2027; updates 2028–2031	Not started

5.2.2 Continue developing EDI and International Women's Day webpages; celebrate IWD and other key dates for gender equality	EDI/IWD webpages maintained; visibility actions and key-date activities implemented; relevant initiatives highlighted	Web analytics; event and communications records	Annual	HRS (EDI Team), COMMS, Web Unit (ICT)	Annual 2026–2031	Not started
5.2.3 Introduce an annual EDI institutional event	Annual event held; participation broadened over time; units and services invited to showcase successful interventions; outcomes integrated into annual reporting and follow-up	Event records; attendance lists; unit showcase materials; annual EDI report	Annual	HRS (EDI Team), PRO, Academic Units, including RSC, STG, MWP, HAEU and ADG Centre	Concept and resourcing 2027; first event 2028; annual thereafter	Not started
5.2.4 Naming of rooms, institutional spaces, chairs, green areas and academic prizes	Progress in representation in naming decisions; gender equality and diverse representation considerations embedded where feasible	Naming records; governance files; award and prize records	Annual	PRO, REFS, Inclusion and Sustainability Committee, HAEU as consulted stakeholder	Annual 2026–2031	Not started

Area 6. Gender-Based Violence, Harassment Prevention, Wellbeing and Psychological Safety for Underrepresented Groups

Action	Indicator / KPI	Data source / evidence	Frequency	Responsibility	Timeline (2026–2031)	Status
6.1.1 Psychological safety and awareness-raising	Awareness-raising initiatives delivered; leadership engagement and tailored training offered; awareness of behaviours and support systems reviewed	Campaign materials; training logs; climate survey; feedback records	Annual	HRS (EDI Team), ACS, Harassment Policy Committee	Annual 2026–2031	Not started
6.1.2 Prevention of harassment affecting under-represented and marginalised groups	Intersectional risk elements embedded in prevention activities and training; awareness of support options reviewed	Training content; support-system information; survey data	Annual	HRS (EDI Team), ACS, HRS, Harassment Policy Committee	Annual 2026–2031	Not started
6.2.1 Accessible reporting pathways	Reporting pathways communicated; familiarity and trust in mechanisms assessed; timeliness of first response monitored where relevant	Communications; awareness surveys; case-management metrics	Annual	HRS (EDI Team), COMMS, Harassment Policy Committee	Annual 2026–2031	Not started

6.2.2 Monitor experiences of harassment and the effectiveness of support mechanisms	Survey cycle implemented; participation rates tracked; preventive actions reviewed and adjusted after each survey round and in annual follow-up	Climate survey; action follow-up records; annual reporting	Periodic survey / annual follow-up	HRS (EDI Team), Harassment Policy Committee	Survey design and feasibility 2027; first survey 2028; follow-up and subsequent cycle through 2031	Not started
6.2.3 Protection against retaliation	Protective measures communicated and monitored; safeguards against retaliation applied where relevant; awareness of available protections reviewed	Policy communications; case-handling review; support records	Annual	HRS (EDI Team), Legal Office, Health and Security Officer (REFS), PRO, Harassment Policy Committee	Annual 2026–2031	Not started
6.3.1 Fair, timely and victim-centred procedures	Procedure review completed; relevant staff trained; annual reporting on case handling and procedural effectiveness sustained	Procedure review; training records; annual case reporting	Annual	HRS (EDI Team), PRO, Audit Office, Harassment Policy Committee	Procedure review 2027; training and agreed improvements from 2028; annual effectiveness review thereafter	Not started
6.4.1 Psychological and peer support	Peer and self-help support maintained and strengthened; awareness of services improved;	Service records; awareness and satisfaction	Annual	ACS, including the Psychological Support and Wellbeing Service,	Annual 2026–2031	Not started

	satisfaction with support reviewed periodically	surveys; peer-support records		HRS, Harassment Policy Committee		
6.4.2 Institution-wide harassment prevention training	Training offered through online and in-person formats; participation by constituency monitored; feedback and satisfaction reviewed	Training programme records; attendance logs; feedback forms	Annual	ACS, including the Psychological Support and Wellbeing Service, HRS, Harassment Policy Committee, COMMS, PRO	Annual 2026–2031	Not started

Annex 2 - Gender-Responsive Budgeting Principles and Application

This annex sets out the operational principles for applying gender-responsive budgeting within the Gender Equality Plan 2026–2031. It complements the plan by clarifying how resource-related considerations can support implementation, monitoring and accountability without creating separate budgeting procedures.

2.1 Purpose and Scope

This annex outlines the gender-responsive budgeting principles applied in the implementation of the Inclusive Gender Equality Plan (GEP) 2026–2031. Gender-responsive budgeting at the EUI is understood as a supporting implementation method that enhances the effectiveness, coherence and accountability of policies and actions already adopted under the GEP.

This approach does not introduce a separate gender budget, new financial procedures, or mandatory reallocation of institutional resources. Instead, it provides a structured way of ensuring that existing and planned resources supporting gender equality and inclusion are visible, coherent, proportional, and evidence-informed.

2.2 Rationale

Experience at the EUI and across the European Research Area shows that gender equality objectives are most effective when aligned with institutional resources, including financial allocations, staff time, and services offered.

The EUI GEP 2026–2031 includes multiple actions that already entail targeted allocation of resources, data-informed identification of structural inequalities, valorisation of existing strengths and systematic monitoring of action implementation. Gender-responsive budgeting principles consolidate existing practices rather than introducing new financial obligations.

2.3 Definition (Operational)

For the purposes of the GEP, gender-responsive budgeting refers to the systematic consideration of whether institutional resources and spending decisions contribute to, or hinder, the achievement of gender equality objectives already endorsed by the EUI.

This includes both financial and non-financial resources, such as staff time and workload, training capacity, access to services and infrastructure, and leadership and decision-making processes.

2.4 Guiding Principles

- Visibility: Resources related to gender equality measures should be identifiable within existing budgets and programmes.
- Alignment: Where relevant, major resource allocations should be assessed for their alignment with gender equality objectives.
- Proportionality: Gender-responsive analysis is applied only where gender impacts are plausible and material.
- Integration: Gender-responsive budgeting considerations are embedded in existing governance tools, rather than creating parallel processes.

2.5 Entry Points within the GEP

Governance and Accountability: Clear responsibility lines under Area 1 support oversight and coherence.

Data Monitoring: Annual EDI monitoring, gender pay-gap analysis, and workload audits provide the evidence base.

Equality Impact Assessment (EIA): EIAs identify potential distributive and resource-related effects of institutional policies.

Action-Level Implementation: Several actions under Areas 2–6 already involve gender-responsive use of resources.

2.6 Cycle and Reporting

Gender-responsive budgeting principles are applied cyclically, in line with the GEP timeline (2026–2031): identification of relevant resources, analysis using gender-disaggregated data, alignment of adjustments where feasible, and review through annual reporting.

Findings are collected and analysed at aggregate level, without identifying individuals or introducing additional financial reporting obligations.

2.7 Relationship to Institutional Autonomy and Financial Governance

This approach fully respects existing financial regulations and decision-making authority, does not constrain units' autonomy, and supports decision-making by providing better information.

2.8 Phased Approach (2026–2031)

2026: Mapping and clarification of existing resource-related GEP actions.

2027–2028: Integration with data monitoring and Equality Impact Assessment.

2029–2030: Consolidation through reporting and targeted adjustment.

2031: Review and refinement for the next GEP cycle.

2.9 Conclusion

The EUI's approach to gender-responsive budgeting will reflect its commitment to transparent governance, collective responsibility towards gender equality and mainstreaming, and institutional effectiveness. By building on practices already in place under the GEP, the EUI ensures that gender equality objectives are supported by appropriate resources while maintaining flexibility and strategic coherence.