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WP 6: INCLUSIVENESS OF SCIENTIFIC COMMUNITIES
University of Petroșani

D6.4: Comprehensive summary of strategies, policies and case study evaluations regarding the inclusiveness of scientific communities

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Abbreviations

AHP	Analytical hierarchy process
AOM	Academy of Management, USA
CIC	Creating inclusive culture
CI	Consistency index
D	Deliverable
D&I	Diversity and inclusion
DCA	Developing a curriculum for all
DCSTM	Drafting of commitment statements by top management
DIP	Development of inclusive policies
EASYE	European Agency for Inclusive Education Statistics
EASPD	European Association of Service Providers for Persons with Disabilities
EICPO	Establishing institutional commitment and planned objectives
EIP	The evolution of inclusive practices
ESD	Ensuring support for diversity
ESSPROS	European system of integrated social protection statistics
EU	European Union
GEMR	Global Monitoring Report on Education
GEPs	Gender Equality Plans
HSMW	University of Applied Sciences Mittweida, Germany
IOM	International Labour Organization
IVGRICS	The institution's values and goals regarding inclusivity are clearly stated
MUL	Montanuniversität Leoben, Austria
OECD	Organisation for Economic Co-operation and Development
RC	Consistency ration
RCSSCNC	Responsibilities are clearly stated, as are specific consequences for non-compliance
SC	Strengthening the community
SQTEAIO	Specific quantitative targets are established and associated with each of the inclusiveness objectives

SUT	Silesian University of Technology, Poland
TMURAI	Top management understands their role as ambassadors for inclusiveness
TUBAF	Technische Universität Bergakademie Freiberg, Germany
TUC	Technical University of Crete, Greece
UDL	Universal Design for Learning
UIS	UNESCO Institute for Statistics
ULE	University of León, Spain
UN	United Nations
UN CRPD	UN Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UP	University of Petrosani, Romania
VLP	Vector of local priority
WP	Work package

1. INTRODUCTION

The European Pillar of Social Rights was signed by the Council of the European Union, the European Parliament and the European Commission at the Social Summit for Growth and Fair Jobs in Gothenburg on November 17, 2017. It aims to provide new and fairer rights for citizens, based on 20 key principles, structured in three categories: equal opportunities and access to the labour market; fair working conditions; social protection and social inclusion. In this context, on March 4, 2021, the European Commission published the Action Plan on the implementation of the European Pillar of Social Rights (<https://op.europa.eu/webpub/empl/european-pillar-of-social-rights/ro/>).

The case studies across different universities within the EURECA-PRO consortium reveal a collective recognition of the importance of inclusiveness. For example, MUL's commitment to gender equality and diversity, and ULE's active efforts to align its practices with both national and international inclusiveness standards, demonstrate the various ways institutions are addressing these challenges. The UP's strategy is a prime example of how aligning inclusiveness efforts with both national and European legislation can form a strong foundation for combating gender discrimination. This legal compliance ensures that policies are not only robust but also enforceable, which is crucial for the success of any inclusiveness initiative. Additionally, the updated Inclusion Action Plan of TUBAF (2023-2027) provides a robust model for implementing the UN Convention on the Rights of Persons with Disabilities (UN CRPD). This plan emphasizes the need for structural, communicative, and digital accessibility across all areas of university life, underscoring the importance of comprehensive inclusiveness strategies. Additionally, the integration of ISO 30415:2021 principles underscores the importance of adhering to international standards for diversity and inclusion (D&I). This standard provides a comprehensive framework for embedding D&I within organizational structures, emphasizing the need for ongoing commitment to addressing both conscious and unconscious biases in all institutional policies, processes, and practices.

Inclusiveness in scientific communities has become a central concern, particularly within academic institutions. The concept encompasses various issues such as diversity in human resources, inclusiveness in educational practices, policies, and community engagement. The goal is to establish environments where all individuals, regardless of their backgrounds or abilities, have equal opportunities to participate and contribute meaningfully. This report will

explore strategies and policies that have been developed to foster inclusiveness, alongside evaluating case studies that illustrate these efforts in practice.

2. THEORETICAL BACKGROUND AND FRAMEWORKS FOR INCLUSIVENESS

The ISO 30415:2021 standard offers detailed guidance on establishing a D&I framework that is integrated into an organization's vision, mission, and values. This includes recognizing diversity, effective governance, accountability, and the promotion of an inclusive culture.

To fully grasp the strategies employed in fostering inclusiveness, it's essential to understand the underlying theories and frameworks that guide these efforts. Prominent models include:

2.1. Inclusive Culture Index

Developed by Booth and Ainscow (2002), the Inclusive Culture Index is a foundational model that outlines three interlinked dimensions necessary for inclusiveness:

- Creating Inclusive Cultures: Fostering an environment that respects and values diversity.
- Evolving Inclusive Practices: Continuously improving practices to meet the diverse needs of the community.
- Producing Inclusive Policies: Establishing policies that ensure fairness and equality for all.

2.2. The Analytic Hierarchy Process (AHP)

The AHP, developed by Thomas Saaty, is a multi-criteria decision-making tool that aids in breaking down complex decisions into smaller, more manageable parts. This method is particularly useful in prioritizing inclusiveness strategies within academic settings.

2.3. Universal Design for Learning (UDL)

UDL is a framework that seeks to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It emphasizes the need for multiple means of representation, expression, and engagement to ensure that educational practices are inclusive of all trainees.

3. STRATEGIES FOR INCLUSIVENESS

3.1. Creating Inclusive Cultures

MUL serves as an exemplary model, having implemented a Diversity Strategy in 2019 that is anchored at the management level as well as in teaching and research. This strategy emphasizes the importance of gender mainstreaming and ensures that inclusiveness is

integrated into the university's core activities. TUBAF's focus on eliminating structural barriers and enhancing digital accessibility, as outlined in their 'Aktionsplan Inklusion', demonstrates a strong commitment to creating an inclusive environment for all. This includes accessible websites and digital media, which are critical for ensuring that all students and staff can fully participate in university life. ISO 30415:2021 highlights the necessity of an inclusive organizational culture, one that is driven by leadership commitment and supported by policies and practices that foster a sense of belonging. This standard encourages organizations to prioritize D&I in their communications and engagement activities. An inclusive culture is one where diversity is recognized, respected, and promoted across the entire academic environment. Strategies to create such cultures include:

- Training and Awareness Programs: Implementing mandatory training on diversity and inclusion for all staff and academia.
- Promotion of Inclusive Values: Embedding inclusiveness into the institution's mission, values, and everyday practices.

3.2. Developing Inclusive Policies

To illustrate diversity actions within the Alliance, ULE's Equality Plan represents a comprehensive policy framework that is aligned with the United Nations' Sustainable Development Goals (SDGs) and European Union directives. This plan includes objectives aimed at ensuring gender equality in access to education, employment, and decision-making processes. UP's strategy includes comprehensive policies on non-discrimination in hiring, promotion, and career advancement. These policies are supported by a commitment to legal compliance and the creation of an inclusive environment where all individuals have equal opportunities to succeed. Such practices serve as a model for other institutions aiming to develop inclusive policies. The Gender Equality Plans from UP and ULE highlight the importance of leadership commitment and the creation of institutional frameworks that promote gender parity and prevent discrimination. These plans include detailed strategies for achieving gender balance in leadership positions and ensuring a safe, equitable environment for all members of the academic community. The development of inclusive policies as guided by ISO 30415:2021 includes ensuring equitable remuneration, transparent communication of D&I goals, and inclusive workforce planning. These policies should be regularly reviewed and

updated to align with both organizational objectives and external requirements. Policies are the backbone of an inclusive institution.

Key policies include:

- Anti-Discrimination Policies: Clear guidelines that prohibit discrimination and promote equal opportunities.
- Flexible Work and Study Arrangements: Policies that accommodate the diverse needs of staff and students, such as flexible working hours or remote learning options.

3.3. Evolving Inclusive Practices

The best practices at Mittweida University of Applied Sciences, such as the 'Studienerfolg' strategy, provide valuable insights into how universities can evolve their practices to better support students at risk of dropping out. This strategy includes targeted support services and a mobile app to enhance communication and support for students. ISO 30415:2021 recommends continuous improvement in practices such as performance management, succession planning, learning and development, to support and enhance D&I efforts. Institutions should regularly assess and update these practices to respond to the evolving needs of their communities. Practices must continually evolve to meet the changing needs of the community. This includes:

- Curriculum Development: Ensuring that the curriculum is inclusive and accessible to all students.
- Recruitment and Retention: Implementing practices that promote the recruitment and retention of diverse faculty and students.

3.4. Strengthening Community

At SUT, initiatives to support work-life balance and eliminate gender stereotypes have been crucial in building a stronger, more inclusive community. These efforts include the creation of structures that facilitate career and family life balance, as well as comprehensive policies to support inclusiveness. UP's work-life balance policies, which include maternity and paternity leave, flexible working hours, and additional support for parents, are critical in fostering an inclusive community. These measures help to ensure that both men and women can balance

their professional and personal lives, thereby contributing to a more equitable academic environment. According to ISO 30415:2021, fostering inclusive relationships with external stakeholders and also within supply chains is essential. This extends the concept of inclusiveness beyond internal practices to encompass all aspects of an organization's operations and partnerships.

Building a sense of community is crucial for inclusiveness. Strategies include:

- Community Engagement Programs: Initiatives that encourage collaboration and interaction among all members of the academic community.
- Support Networks: Establishing networks that provide support for underrepresented groups within the community.

4. POLICIES FOR INCLUSIVENESS

4.1. Institutional Commitment

Institutional commitment is expressed explicitly through policies, codes, plans and other normative elements or tacitly through organizational culture. For instance, UP's recently adopted „Strategy to combat and prevent gender discrimination” provides a framework for ensuring equal opportunities for all university members, according to European and national legislation and practical academic experience in this project. Similarly, SUT's Gender Equality Plan outlines specific measures to promote inclusiveness across all levels of the institution. UP's strategy is built on a strong normative foundation, with a clear commitment to preventing gender discrimination. The university has implemented specific measures, such as gender equality training for leadership and rigorous protocols for addressing complaints related to gender-based harassment, ensuring a safe and respectful environment for all. TUBAF's policies on physical and digital accessibility, as outlined in their 'Aktionsplan Inklusion', serve as a model for other institutions. These policies include continuous updates to infrastructure and digital platforms to ensure they meet accessibility standards, reflecting a deep commitment to inclusiveness. ISO 30415:2021 emphasizes the importance of clear accountability structures, where leadership is directly responsible for integrating D&I principles into governance. This includes the establishment of roles and responsibilities that ensure D&I objectives are met across all institutional levels. Institutions must demonstrate a clear commitment to inclusiveness, which can be evidenced by:

- Top-Down Support: Visible support from top management, ensuring that inclusiveness is prioritized across all levels of the institution.
- Inclusiveness Goals: Setting and regularly reviewing goals related to diversity and inclusion.

Table 1

University	Institutional Commitment and Policy Frameworks	Diversity and Gender Equality Measures	Challenges and Barriers	Monitoring and Evaluation	Innovative Practices and Recommendations
UP	Developed a robust strategy for combating and preventing gender discrimination, aligned with national and European legislation.	Focuses on raising awareness and specific initiatives to combat gender discrimination. Strong emphasis on legal compliance and creating an inclusive environment for all members.	Cultural barriers and misunderstandings regarding political correctness and gender equality.	Continuous evaluation and adjustment of strategies based on feedback and emerging challenges.	Recommendations to consolidate actions, improve awareness, and introduce more specific initiatives. Legal frameworks are strictly adhered to, ensuring that inclusiveness is a legally enforceable commitment.
MUL	Strong commitment with a comprehensive Gender Equality Plan (GEP) and Diversity Strategy. Policies cover all	Measures include gender balance in leadership, work-life balance support, health promotion, and efforts to	Persistent gender imbalance in technical fields and leadership positions.	Annual data collection on gender-related indicators, analysis, and publication in the "Wissensbilanz" report. Training	Emphasis on health promotion and dual career services. Strong collaboration with external stakeholders for gender equality initiatives.

	university areas, including work-life balance, gender-responsive recruitment, and career development.	increase female representation in STEM fields.		and capacity-building initiatives to promote diversity.	Regularly updated diversity and gender equality measures integrated into the university's management.
TUC	Gender Equality Plan aligned with Horizon Europe guidelines, overseen by a Gender Equality Committee.	Focuses on combating gender stereotypes and promoting gender balance across all staff categories. Targeted actions include data collection on gender distribution and combating gender bias in staffing and decision-making processes.	Significant gender stereotypes in staffing roles and varying gender distribution across different staff categories.	Regular data collection on gender-related indicators, with a focus on transparency and accountability in decision-making processes.	Strengthen gender-sensitive research and teaching practices. Enhanced focus on data collection to identify and address gender stereotypes and imbalances.
SUT	Implementation of a strategic Gender Equality Plan (2022-2024) with a focus on gender balance and anti-discrimination.	Key measures include the HR Excellence in Research award, a Policy on Counteracting Mobbing and Discrimination, and initiatives	High levels of gender-based inequality and lack of awareness about sexual harassment procedures among	Systematic monitoring and reporting of gender equality progress, with a focus on transparency and continuous improvement.	Continued focus on research and analysis to identify gender equality challenges and develop targeted interventions. Emphasis on transparency and accountability in

		to raise awareness of sexual harassment and discrimination.	university members.		gender equality measures.
HSMW	"Studienerfolg" strategy focuses on improving academic success through targeted advisory services, technical solutions, and a supportive campus environment.	Comprehensive support systems for students, including the HSMWmobil campus app for better communication and access to resources. Focus on supporting students at risk of dropping out, particularly international students.	High drop-out rates among international students and challenges related to digitalization. Difficulties in accurately tracking drop-out rates due to privacy regulations.	Central coordination by the Prorektorat for Education ensures systematic monitoring of student success and drop-out rates.	The use of technology (HSMWmobil app) to enhance student support and improve academic success rates. Emphasis on continuous support and digitalization to address future challenges.
ULE	Implemented an Equality Plan with the creation of an Equality Unit to oversee gender equality initiatives across the university.	Extensive gender-focused training, awareness programs, and gender equality contests to increase participation and awareness.	Difficulty in ensuring that gender equality initiatives penetrate all levels and areas of knowledge uniformly.	Continuous evaluation of gender equality initiatives, with a focus on quality and depth of penetration across academic and administrative levels.	Focus on long-term consolidation of gender equality actions, ensuring that initiatives are deeply integrated into the university culture and accessible at all academic stages.

TUBAF	Equality Concept focused on structured gender equality actions across six key areas, including increasing female representation in STEM fields and decision-making bodies.	Strong emphasis on promoting gender equality in STEM fields, along with work-life balance and inclusive workplace practices. Focus on structural changes to support gender equality in all areas.	Low representation of female students in Engineering and related fields. Overall share of female students at the university is decreasing, requiring focused interventions.	Regular monitoring and revision of the Equality Concept to address ongoing challenges and improve female participation across all academic levels.	Emphasis on increasing female participation in STEM fields through targeted interventions. Regular review and adaptation of equality strategies to respond to changing needs and challenges.
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This comparative analysis of policies regarding inclusiveness within the EURECA-PRO consortium (table 1) highlights the importance of a strong institutional framework, tailored approaches to gender equality, and continuous evaluation and innovation to address the evolving needs of academic communities.

4.2. Quantitative Targets

ISO 30415:2021 also stresses the importance of using data to measure progress in D&I, including the collection and analysis of demographic data and feedback from diverse groups. These metrics are crucial for setting and tracking the success of D&I initiatives. Measurable targets are essential for tracking progress. Examples include:

- Diversity Metrics: Collecting and analyzing data on the diversity of faculty, staff, and students.
- Accessibility Goals: Setting targets for the accessibility of physical and digital spaces within the institution.

4.3. Regulatory Compliance

Institutions must ensure that their policies are in line with national and international regulations, such as:

- European Union Guidelines: Aligning with EU directives on equality and non-discrimination.
- UNESCO Recommendations: Adopting practices recommended by UNESCO for inclusive education.¹

4.4. Support Structures

Effective support structures are vital for ensuring that all individuals can participate fully. This includes:

- Counseling Services: Providing mental health and academic counseling tailored to the needs of diverse populations.
- Adaptive Technologies: Ensuring that technology is available to support the needs of students and staff with disabilities.

5. CASE STUDY EVALUATIONS

The ISO 30415:2021 framework can be used to re-evaluate the case studies presented, assessing how well each institution's practices align with international standards. This includes evaluating the effectiveness of their D&I measures and the transparency of their reporting mechanisms (table 2).

Table 2 below provides a comprehensive overview of the various strategies, achievements, challenges, and recommendations from each university's initiatives on inclusiveness and gender equality. Each institution has implemented unique strategies tailored to their specific challenges and contexts, with varying levels of success and areas that require further attention.

¹ See the bibliography for relevant links.

Table 2:

University	Initiative/Strategy	Achievements	Challenges	Recommendations /Enabling Conditions
UP	Strategy to Combat and Prevent Gender Discrimination	Adoption of the strategy in compliance with national and European legislation.	Misunderstanding and misapplication of political correctness. Need for greater awareness and specific initiatives.	Continue to work on and consolidate actions, improve awareness and initiatives within the university.
MUL	Action Plan for the Promotion of Women, Equality Plan, and Diversity Strategy	Establishment of a Working Group for Equal Opportunities (AKG). Significant impact on the university's culture of diversity. Organizes regular diversity-related activities.	Ongoing gender discrimination in higher education and research. Need for rigorous monitoring and adequate measures.	Focus on gender mainstreaming in interdisciplinary research, ensure equal pay, and conduct regular gender audits. Promote gender-sensitive mentoring and health promotion in the workplace.
TUC	Gender Equality Plan (GEP)	Formulated according to Horizon Europe guidelines. Establishment of a Gender Equality Committee (GEC)	Predominance of gender stereotypes in staffing roles. Gender distribution differs	Collect data on positions of responsibility, focus on combating gender bias and stereotypes. Strengthen actions related to gender-

		to oversee the plan's implementation.	significantly across staff categories.	sensitive research and teaching.
SUT	Gender Equality Plan (2022-2024)	Introduction of a strategic Gender Equality Plan. Achievement of the HR Excellence in Research award. Implementation of policies like the Policy on Counteracting Mobbing and Discrimination.	High incidence of gender-based inequalities among women. Lack of awareness about sexual harassment and discrimination procedures.	Continue with systematic monitoring and reporting of gender equality progress. Further research and analysis needed for gender equality challenges.
HSMW	"Studienerfolg" Strategy for Academic Success	Development of comprehensive systems to improve academic success. Implementation of targeted advisory services and technical solutions like the HSMWmobil campus app.	Challenges posed by digitalization and the need for future-relevant skills. High drop-out rates among international students. Difficulty in tracking and recording accurate drop-out rates due to privacy regulations.	Central coordination by the Prorektorat for Education ensures a systematic approach. Need for ongoing support for students, especially international students, and addressing challenges related to digitalization.
ULE	Equality Plan and Creation of the Equality Unit	Proactive increase in gender-related activities. Implementation of gender-focused	There is a notable challenge in fully integrating a gender dimension at all levels and	Continue to work on the consolidation of actions with a long-term perspective. It is essential to guarantee the quality and

		training, awareness programs, and gender equality contests.	areas of knowledge.	comprehensive implementation of gender equality initiatives at all academic levels..
TUBAF	Gleichstellungskonzept (Equality Concept)	Implementation of structured gender equality actions across six key areas. Strong focus on increasing the proportion of women in scientific positions and decision-making bodies.	Low representation of female students in Engineering and related fields. Decreasing overall share of female students at the university.	Increase efforts in promoting gender equality, particularly in STEM fields. Continue monitoring and revising the Gleichstellungskonzept to address ongoing challenges and improve female participation across all academic levels.

Based on the evaluation and case studies, table 3 highlights the main lessons learned.

Table 3:

Evaluation Category	Key Findings	Universities' Notable Insights
Clarity and Conciseness	Most universities provided clear and concise summaries of their strategies and results. However, there were some variations in how effectively this was done across different institutions.	TUC and MUL scored well on clarity and conciseness, demonstrating their ability to summarize strategies effectively. UP needs improvement in this area as their strategy is relatively new and less developed.
Relevance of Information	The relevance of information presented was generally high across all universities, with most institutions aligning their case studies closely with the objectives	SUT and ULE presented highly relevant information in their case studies, ensuring that all data and context directly supported their inclusiveness objectives. UP, while relevant, has areas for

	of inclusiveness and anti-discrimination.	improvement in aligning all content with its strategy.
Structure and Organization	The structure and organization of the case studies varied. Some universities excelled in presenting their information logically, while others lacked a clear flow or missed key structural elements.	MUL and TUBAF were noted for their well-structured and organized presentations. Some studies from other universities, such as the Technical University of Crete, missed certain sections, leading to lower evaluations in this category.
Accuracy and Precision	Information accuracy and precision were generally high, though some universities needed to improve on the precision of their data presentation and alignment with the study's objectives.	SUT and ULE excelled in presenting accurate and precise information. UP, with its newly implemented strategy, requires more detailed and precise data to ensure alignment with the overall objectives of the consortium.
Context Relevance and Coverage	The relevance and coverage of context were strong across most case studies. However, some universities lacked depth and detail, which are crucial for a comprehensive understanding of the study topic.	MUL and TUBAF were noted for their in-depth context coverage. In contrast, TUC and UP needed more detailed contextual information to support their case studies adequately.
Clarity of Objectives	Objectives were clearly stated by most universities, with specific and measurable goals being set in line with the inclusiveness agenda.	ULE and SUT were particularly strong in defining clear, measurable objectives. TUC and HSMW had well-defined objectives but missed some contextual and detailed information, affecting the overall clarity of their case studies.
Implementation and Rigor	The implementation of strategies varied, with some universities providing detailed, transparent, and replicable processes, while others offered less clarity.	MUL and SUT provided detailed, replicable implementation strategies. UP needs to develop more robust implementation details, given that their strategies

		are relatively new and less established.
Success and Achievements	Success in achieving proposed objectives varied, with some universities showing significant impact, while others were still in the early stages of implementation.	SUT and MUL demonstrated significant achievements in their inclusiveness strategies. In contrast, UP is still in the process of implementing its strategies and thus has fewer notable successes at this stage.
Challenges and Lessons Learned	Challenges were consistently identified, with universities reflecting on their impact and the lessons learned. Strategies to manage these challenges were discussed, but effectiveness varied.	Universities like MUL and TUBAF provided detailed analyses of challenges and their management strategies. UP recognized challenges but is still developing effective management strategies due to the recent implementation of their plans.
Recommendations for Action	Recommendations for future actions were generally relevant and feasible, though specificity and clarity varied among the institutions.	MUL and TUBAF provided specific, clear, and actionable recommendations. UP, HSMW and TUC had areas where recommendations could be more specific and better aligned with the presented data.
Overall Evaluation	The overall evaluation of the case studies showed a good level of design and reflection of implementation results across the consortium, with some universities performing better than others in certain areas.	SUT, MUL, and TUBAF were highlighted for their well-designed case studies and significant progress in inclusiveness strategies. UP needs further development and time to achieve similar results.

5.1. Variation in inclusiveness practices

Universities in the EURECA-PRO consortium have tailored their inclusiveness practices to their specific cultural and regulatory contexts. TUC, for instance, has focused on combating gender

bias, while ULE has developed an Equality Plan that aligns with international guidelines. Case studies from universities within the EURECA-PRO consortium reveal significant variations in how inclusiveness is implemented, often influenced by local cultural and regulatory contexts. For instance:

- ULE, Spain: Emphasizes a comprehensive and specific legislative framework that includes detailed provisions for inclusiveness.
- MUL, Austria: Focuses on a Diversity Strategy that is embedded in university management, teaching, and research.

5.2. Challenges in Implementation

The challenges faced by these institutions vary, but common issues include gender bias, as seen at the TUC, and high drop-out rates among international students at Mittweida University of Applied Sciences. Addressing these challenges requires targeted strategies and ongoing commitment. Common challenges identified across institutions include:

- Financial Constraints: Limited resources can hinder the implementation of inclusiveness initiatives.
- Outdated Infrastructure: Older buildings and facilities may not meet current accessibility standards, creating barriers for individuals with disabilities.

5.3. Successful Practices

Successful practices across the consortium include ULE's proactive approach in establishing the Equality Unit, which has led to significant progress in gender equality. Similarly, SUT's Gender Equality Plan has been a model of effective policy implementation. UP has demonstrated successful practices in promoting gender equality through its detailed strategy, which includes measures like ongoing gender equality training for leadership, comprehensive work-life balance policies, and clear protocols for addressing gender-based harassment. These efforts have not only improved inclusiveness but also set a standard for other institutions to follow. TUBAF's extensive efforts to improve both physical and digital accessibility, as well as the proactive implementation of Gender Equality Plans at TUC and ULE, stand out as best practices. These case studies illustrate how strategic planning and

committed leadership can drive significant progress in inclusiveness. Several universities have developed successful frameworks for inclusiveness, such as:

- Adaptive Technologies: Some institutions have made significant investments in adaptive technologies to support students with special educational needs.
- Comprehensive Counseling Services: Providing tailored support to vulnerable populations through specialized counseling services.

6. BAROMETER OF INCLUSIVENESS

Incorporating indicators for structural and digital accessibility, as well as gender equity, into the Barometer of Inclusiveness will provide institutions with a comprehensive tool to monitor and improve their inclusiveness strategies. These indicators, drawn from the various Gender Equality Plans, are essential for measuring progress and identifying areas for further development. The Barometer of Inclusiveness also incorporates key indicators from ISO 30415:2021, such as the effectiveness of D&I communication strategies, the inclusiveness of organizational policies, and the fairness of practices across all stages of the human resource management life cycle. The Barometer of Inclusiveness has been updated to include specific metrics derived from the case study evaluations, such as the impact on community engagement, the success of diversity initiatives, and the sustainability of inclusiveness practices. These metrics provide a more detailed and accurate tool for monitoring progress and identifying areas for further improvement.

6.1. Development and Methodology

The Inclusiveness Barometer is a tool designed to assess and monitor the level of inclusiveness within scientific communities. The methodology involves:

- Indicator Selection: Key indicators are selected to measure inclusiveness across various dimensions, such as policies, practices, and community engagement.
- Survey Design: The barometer uses surveys and questionnaires to collect data from all stakeholders within the institution.

6.2. Data Collection and Analysis

Data is collected through online surveys and analyzed using multi-criteria decision analysis, such as the AHP. This process helps in:

- Identifying Gaps: Highlighting areas where inclusiveness can be improved.
- Prioritizing Actions: Providing a clear framework for institutions to prioritize their inclusiveness initiatives.

6.3. Practical Applications

The Inclusiveness Barometer has several practical applications, including:

- Policy Development: Assisting institutions in developing and refining their inclusiveness policies.
- Benchmarking: Allowing institutions to compare their inclusiveness performance against others within the consortium.

7. CONCLUSIONS

Inclusion is a transversal process in academia and society. The existence of positive trends in social inclusion in society is noted by the Ninth report on economic, social and territorial cohesion (https://ec.europa.eu/regional_policy/information-sources/cohesion-report_en), published in March 2024.

D6.4 summarized how the EURECA-PRO consortium has acted to ensure and increase D&I in academia, promote strategies and policies, coordinate the unified implementation of international and national legislations, and improve the regulatory and institutional frameworks. The case studies highlight that the journey towards inclusiveness is ongoing and requires sustained effort. Institutions must continue to refine their strategies and policies, drawing on the successes and lessons learned across the EURECA-PRO consortium. The case of UP underscores the importance of aligning inclusiveness strategies with robust legal frameworks and the need for continuous monitoring and evaluation. By integrating these elements into their inclusiveness policies, institutions can ensure that their strategies remain effective and responsive to the evolving needs of their communities. The continuous evaluation and adaptation of inclusiveness strategies, as demonstrated by the ongoing updates to TUBAF's 'Aktionsplan Inklusion' and the iterative development of Gender Equality

Plans, are crucial for maintaining and advancing inclusiveness in academic institutions. By integrating these practices, universities can ensure that they remain responsive to the needs of their diverse communities.

Practical Applications of Frameworks: The 'Aktionsplan Inklusion' of TUBAF serves as an exemplary strategic framework for ensuring inclusiveness, particularly in making structural and digital environments accessible. Additionally, Gender Equality Plans, such as those implemented by TUC and the ULE, provide practical steps for promoting gender equity in academic settings, aligning theoretical frameworks with actionable strategies.

The application of theoretical frameworks such as Gender Equality Plans (GEPs) is evident in institutions like SUT and TUC. The GEPs at these universities outline concrete steps to ensure gender equality in academic and administrative processes. For instance, TUC has established a comprehensive GEP that addresses gender balance in staffing and decision-making processes, while also combating stereotypes.

The application of ISO 30415:2021 principles ensures that inclusiveness strategies are aligned with global best practices. By adhering to these standards, institutions can maintain an effective, inclusive environment that responds to the needs of a diverse community, ensuring long-term success and sustainability. The inclusiveness of scientific communities is a dynamic and evolving challenge that requires continuous attention and adaptation. The strategies and policies outlined, along with the insights from case study evaluations, highlight the importance of a structured and committed approach to achieving inclusiveness. The development of tools like the Inclusiveness Barometer offers a systematic way to assess progress and guide future actions.

To respond to continuous changes in society, members of academic institutions need to learn to use a common language (see glossary of terms in D6.2), and then not only implement these strategies and policies, but also engage in continuous evaluation and improvement.

Future professionals from Generation Z (born between 1997 and 2012) and Generation Alpha (born from 2010 to the present), who have grown up in a world profoundly shaped by technology, globalization and rapid social change, place a strong emphasis on purpose and meaning in their professional activities. They want to know that their work contributes to the greater good and prefer social partners who are socially and environmentally responsible. Today's children and young people have constant access to digital information and

entertainment, online education, interactive and gamified learning, and a deep awareness of global issues such as climate change and social inequalities (Wrike, 2023; TriNet, 2023). Social partners will need to create inclusive work environments that enable flexibility, innovation and digital recognition (IMD Business School, 2023) and this complex context needs to be learned, applied and experienced already in academia. This dynamic approach will ensure that the scientific community remains inclusive, diverse, and capable of addressing the needs of all its members.

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