



EGERA CHARTER FOR GENDER SENSITIVE GOVERNANCE IN RESEARCH & HIGHER EDUCATION INSTITUTIONS

PREAMBLE

Significant progress has been made by research organizations and universities to achieve gender equality. Simultaneously, they have been increasingly encouraged to review their management structures and processes and the way they are governed and evaluatedⁱ. This trend is to be noticed throughout the European Research Area, and contributes to redefining the context of knowledge production in Europe, towards new standards in terms of financial autonomy, self-governance, accountability, social responsibility and academic excellence. For the European Commission, ensuring gender equality in both the research process and the research content, constitutes one of the six basic principles supporting Responsible Research and Innovationⁱⁱ.

Evidences abound, however, that research and higher education institutions remain characterized by strongly embedded gender inequalities, such as lower access of women to senior and decision-making positions, gender-biased practices in assessing academic performance as well as gender biases and stereotypes in framing the standards of research and academic excellenceⁱⁱⁱ.

This Charter therefore aims at raising the awareness of these issues and to provide an encouragement to take action, by outlining guiding principles to enhance gender equality in the governance of research and higher education institutions. Along with research, educational activities and knowledge circulation to society – the “societal impact” of research -, are at stake.

By “governance”, we hereafter refer to legal frameworks, institutions, structures, processes, actors and practices through which research organizations and universities are governed and managed. This includes scientific, educational, financial and human resources management, as well as decision-making mechanisms. As research is being increasingly governed through evaluation, the latter is understood as an inherent part of governance mechanisms, referring to all kind of instruments aimed at assessing the performance of staff and/or institutions in achieving their objectives and delivering excellence.

The principles and recommendations laid out in this Charter, are meant to cover all members of academic and research communities as far as those are concerned by governance mechanisms: researchers, teaching and administrative staff, students.

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Centrum výzkumu globální změny AV ČR, v.v.i.