EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

SP4-CAPACITIES
COORDINATION AND SUPPORT ACTION, SUPPORTING ACTION
FP7-SCIENCE-IN-SOCIETY-2013-1

DELIVERABLE NUMBER: D.3.4
Communication Charter and Follow-up Recommendations on Fighting Sexist Violence and Harassment

Authors: Jolien Voorspoels
          Petra Meier
          with contributions of all partners

Dissemination Level: Public
Deliverable Status: Prototype

<table>
<thead>
<tr>
<th>Due date of deliverable:</th>
<th>31/12/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual date of delivery:</td>
<td>01/01/2016</td>
</tr>
<tr>
<td>Start date of project:</td>
<td>01/01/2014</td>
</tr>
<tr>
<td>Duration:</td>
<td>48 months</td>
</tr>
<tr>
<td>Deliverable lead beneficiary:</td>
<td>UA</td>
</tr>
</tbody>
</table>

This project has received funding from the European Union’s Seventh Framework Program for research, technological development and demonstration under grant agreement no 612413
CONTENT

SIGNED EGERA ANTWERP CHARTER ON GENDER SENSITIVE COMMUNICATION IN
AND BY ACADEMIC INSTITUTIONS

EGERA RECOMMENDATIONS TO PREVENT AND FIGHT SEXUAL HARASSMENT IN THE ACADEMIA
NOTICE

This deliverable contains the outputs of the collaborative work carried out by EGERA partners under WP3, through the workshops held in Antwerp on M19 (July, 2015) and the further exchanges held online, as part of the EGERA Community of Practices.

The aim of the Communication charter, was to provide partner institutions and other research performing organizations and universities across the European Research Area, with sounded principles for non-sexist, gender sensitive communication. It encapsulates suggestions for the elimination of bias from all communications, thus creating a supportive and inclusive academic environment for all. These suggestions have been designed in a way that fits with a diversity of institutional contexts. Signatory organizations acknowledge the relevance of communication in a broad sense in hindering or advancing gender equality, and commit to a series of core actions.

These principles and recommendations for action, have been developed by consensus among partners, and with view to produce a clear, concise document, in order to facilitate ownership by academic institutions outside the EGERA consortium. As such, this Charter is one of the key contributions of our partnership to the broader endeavor of achieving structural changes to attain gender equality in research and higher education. It will be followed by significant dissemination efforts, within our consortium, with view to make it an effective instrument of gender mainstreaming among our communities, and beyond, so as to support its endorsement by the greatest possible number of academic institutions.

The recommendations on fighting sexist violence and harassment, were meant to be developed along the same collaborative process. This process ended up by narrowing the scope of the recommendation to the sole issue of sexual harassment, as it had been pointed out in different EGERA documents, that this issue is drawing significant attention from partner organizations, often in the absence of valid data, monitoring instruments and resolution procedure. Due to the sensitive nature of the issue, to the diversity of legal and institutional contexts, specific attention was paid, to developing recommendations that fit all contexts and can serve as a basis for the further development of more comprehensive approaches.

These two important documents constitute a milestone of the EGERA project, jointly with D.5.3 Charter for Gender Equality in Evaluation and Governance, to be submitted originally at the same time. Yet, upon the approval of the European Commission, it was decided to adopt a same collaborative process for its drafting, building upon the outputs of the workshop planned in January, 2016. Hence, D.5.3 will be submitted by the end of February, 2016, thus complementing the documents held in the present deliverable.

Finally, we would like to acknowledge the active contribution of all partners to the conception of the Charter and Recommendations included to this deliverable.
ANTWERP CHARTER
ON GENDER-SENSITIVE COMMUNICATION
IN AND BY ACADEMIC INSTITUTIONS

In recent years, significant progress has been made regarding gender equality and diversity within European academia. More universities are reflecting the composition of society. However, research shows that women’s academic careers still remain characterised by strong vertical segregation. Women hold fewer full professorships and fewer academic or organisational leadership positions than men. One important reason for this segregation is people’s repeated exposure to pervasive cultural stereotypes that portray women as less competent for, and dedicated to, an academic and/or professional career. Such unconscious gender-based assumptions may be reflected in language (oral, written or visual) and unintentionally cause offence, giving rise to a non-supportive environment. As a consequence, it is understood that communication in and by academic institutions plays an important role in the persistence or annihilation of such gender-based assumptions and stereotypes, constituting thresholds or advancements for women in academia.

This Charter therefore aims to raise the awareness of, and sensitivity to, these issues by providing suggestions for the elimination of bias from all communication, thus creating a supportive and inclusive academic institutional environment for all.

BY SIGNING THIS CHARTER WE, AS ACADEMIC INSTITUTIONS,

- Acknowledge that we share certain values and principles, such as equality, inclusion, respect for human dignity, fairness and justice for all.
- Acknowledge that academia, like all human communities, should support a diversity of talent.
- Recognise our role, amongst others, in teaching future generations and our commitment to being a role model.
- Recognise that language in the broad sense of the term - communication in all its forms - can either hinder or advance gender equality through either reproducing or countering existing inequalities.
- Believe that the present Charter will raise awareness of the power of language and will function as a tool to help our academic institutions advance gender equality.

WE THEREFORE DECLARE

- In our different forms of academic institutional communication such as, but not limited to:
  - written, oral, visual, formal and informal, hierarchical and peer-to-peer;
- Using different materials and channels of internal and external communication such as, but not limited to:
  - teaching, course material, video and audio aids, PowerPoints, meetings, e-mails, academic and student papers, e-learning platforms, smartphone apps, academic news and websites, brochures, press releases, advertising, social media, student clubs, recruitment, conference and poster announcements;
- Towards different target groups such as, but not limited to:
  - professors, assistants, lecturers, speakers, workshop leaders, students, prospective students and alumni, communication and human resources staff, employees, affiliated parties and subcontractors, such as advertising and translation agencies, as well as in communication with the public at large.
TO COMMIT TO

- Promoting communication with respect for human dignity and social responsibility, particularly not inciting, condoning, or disregarding any form of discrimination.
- Promoting gender-sensitive communication through eliminating gender stereotypes and using multidimensional representations of women and men.
- Promoting the unbiased portrayal of women and men through a balanced presence in communication.
- Addressing in communication, based on sex-disaggregated statistics, the problem of the underrepresented sex at different academic, administrative, and technical levels, and in certain subjects, as an equality problem that deserves an adequate solution.
- Identifying and implementing actions with respect to the procedures, tools, and practices of one's own institution and national legislation to guarantee gender-sensitive communication, by providing or striving for measures such as, but not limited to:
  o general guidelines on gender-sensitive language and visual communication;
  o specific guidelines on the communication of job vacancies which could also (explicitly) encourage the underrepresented sex;
  o training courses in gender-sensitive communication for key actors;
  o awareness-raising in gender-sensitive communication for members and employees of the academic institution;
  o screening of existing communication material to improve it according to the guidelines put in place;
  o a department, email address, or web service where all academic members and employees can ask for advice when in doubt concerning matters of communication, and where they can (anonymously) document incidents of gender-biased communication and/or make concrete proposals for improvements;
  o a balanced communication team on the central and/or faculty boards level, so as not to miss out on talents, stances, and viewpoints;
  o an implementation plan for the measures taken;
  o proper monitoring and evaluation of the measures taken.

- Publishing the present Charter, together with the measures taken by the undersigned institution, and calling upon all, including subcontractors and affiliated parties, to follow its commitments.

Date and place
May 6, 2015

Institution and stamp

SciencesPo
Fondation nationale des sciences politiques
Institut d'études politiques de Paris
Direction
BP 75337, 75337 Paris cedex 07
Téléphone 48 40 40 60

1 Catalysts: The Gender Effect in Academia (Catalyst, May 2015)
ANTWERP CHARTER
ON GENDER-SENSITIVE COMMUNICATION
IN AND BY ACADEMIC INSTITUTIONS

In recent years, significant progress has been made regarding gender equality and diversity within European academia. More universities are reflecting the composition of society. However, research shows that women’s academic careers still remain characterised by strong vertical segregation. Women hold fewer full professorships and fewer academic or organisational leadership positions than men. One important reason for this segregation is people’s repeated exposure to pervasive cultural stereotypes that portray women as less competent for, and dedicated to, an academic and/or professional career. Such unconscious gender-based assumptions may be reflected in language (oral, written or visual) and unintentionally cause offence, giving rise to a non-supportive environment. As a consequence, it is understood that communication in and by academic institutions plays an important role in the persistence or annihilation of such gender-based assumptions and stereotypes, constituting thresholds or advancements for women in academia.

This Charter therefore aims to raise the awareness of, and sensitivity to, these issues by providing suggestions for the elimination of bias from all communication, thus creating a supportive and inclusive academic institutional environment for all.

BY SIGNING THIS CHARTER WE, AS ACADEMIC INSTITUTIONS,
- Acknowledge that we share certain values and principles, such as equality, inclusion, respect for human dignity, fairness and justice for all.
- Acknowledge that academia, like all human communities, should support a diversity of talent.
- Recognise our role, amongst others, in teaching future generations and our commitment to being a role model.
- Recognise that language in the broad sense of the term - communication in all its forms - can either hinder or advance gender equality through either reproducing or counteracting existing inequalities.
- Believe that the present Charter will raise awareness of the power of language and will function as a tool to help our academic institutions advance gender equality.

WE THEREFORE DECLARE
- In our different forms of academic institutional communication such as, but not limited to:
  - written, oral, visual, formal and informal, hierarchical and peer-to-peer;
- Using different materials and channels of internal and external communication such as, but not limited to:
  - teaching, course material, video and audio aids, PowerPoints, meetings, e-mails, academic and student papers, e-learning platforms, smartphone apps, academic news and websites, brochures, press releases, advertising, social media, student clubs, recruitment, conference and poster announcements;
- Towards different target groups such as, but not limited to:
  - professors, assistants, lecturers, speakers, workshop leaders, students, prospective students and alumni, communication and human resources staff, employees, affiliated parties and subcontractors, such as advertising and translation agencies, as well as in communication with the public at large.
TO COMMIT TO

- Promoting communication with respect for human dignity and social responsibility, particularly not inciting, condoning, or disregarding any form of discrimination.
- Promoting gender-sensitive communication through eliminating gender stereotypes and using multidimensional representations of women and men.
- Promoting the unbiased portrayal of women and men through a balanced presence in communication.
- Addressing in communication, based on sex-disaggregated statistics, the problem of the underrepresented sex at different academic, administrative, and technical levels, and in certain subjects, as an equality problem that deserves an adequate solution.
- Identifying and implementing actions with respect to the procedures, tools, and practices of one’s own institution and national legislation to guarantee gender-sensitive communication, by providing or striving for measures such as, but not limited to:
  o general guidelines on gender-sensitive language and visual communication;
  o specific guidelines on the communication of job vacancies which could also (explicitly) encourage the underrepresented sex;
  o training courses in gender-sensitive communication for key actors;
  o awareness-raising in gender-sensitive communication for members and employees of the academic institution;
  o screening of existing communication material to improve it according to the guidelines put in place;
  o a department, email address, or web service where all academic members and employees can ask for advice when in doubt concerning matters of communication, and where they can (anonymously) document incidents of gender-biased communication and/or make concrete proposals for improvements;
  o a balanced communication team on the central and/or faculty boards level, so as not to miss out on talents, stances, and viewpoints;
  o an implementation plan for the measures taken;
  o proper monitoring and evaluation of the measures taken.

- Publishing the present Charter, together with the measures taken by the undersigned institution, and calling upon all, including subcontractors and affiliated parties, to follow its commitments.

Date and place  Institution and stamp

Bellaterra (Barcelona), 15th December 2015

Rector

UAB

Universitat Autònoma de Barcelona

Footnotes:


This project has received funding from the European Union’s Seventh Framework Programme for research, technological development and demonstration under grant agreement No 612413.
ANTWERP CHARTER
ON GENDER-SENSITIVE COMMUNICATION
IN AND BY ACADEMIC INSTITUTIONS

In recent years, significant progress has been made regarding gender equality and diversity within European academia. More universities are reflecting the composition of society. However, research shows that women's academic careers still remain characterised by strong vertical segregation. Women hold fewer full professorships and fewer academic or organisational leadership positions than men. One important reason for this segregation is people's repeated exposure to pervasive cultural stereotypes that portray women as less competent for, and dedicated to, an academic and/or professional career. Such unconscious gender-based assumptions may be reflected in language (oral, written or visual) and unintentionally cause offence, giving rise to a non-supportive environment. As a consequence, it is understood that communication in and by academic institutions plays an important role in the persistence or annihilation of such gender-based assumptions and stereotypes, constituting thresholds or advancements for women in academia.

This Charter therefore aims to raise the awareness of, and sensitivity to, these issues by providing suggestions for the elimination of bias from all communication, thus creating a supportive and inclusive academic institutional environment for all.

BY SIGNING THIS CHARTER WE, AS ACADEMIC INSTITUTIONS,

- Acknowledge that we share certain values and principles, such as equality, inclusion, respect for human dignity, fairness and justice for all.
- Acknowledge that academia, like all human communities, should support a diversity of talent.
- Recognise our role, amongst others, in teaching future generations and our commitment to being a role model.
- Recognise that language in the broad sense of the term - communication in all its forms - can either hinder or advance gender equality through either reproducing or counteracting existing inequalities.
- Believe that the present Charter will raise awareness of the power of language and will function as a tool to help our academic institutions advance gender equality.

WE THEREFORE DECLARE

- In our different forms of academic institutional communication such as, but not limited to:
  - written, oral, visual, formal and informal, hierarchical and peer-to-peer;
- Using different materials and channels of internal and external communication such as, but not limited to:
  - teaching, course material, video and audio aids, PowerPoints, meetings, e-mails, academic and student papers, e-learning platforms, smartphone apps, academic news and websites, brochures, press releases, advertising, social media, student clubs, recruitment, conference and poster announcements;
- Towards different target groups such as, but not limited to:
  - professors, assistants, lecturers, speakers, workshop leaders, students, prospective students and alumni, communication and human resources staff, employees, affiliated parties and subcontractors, such as advertising and translation agencies, as well as in communication with the public at large.
TO COMMIT TO

- Promoting communication with respect for human dignity and social responsibility, particularly not inciting, condoning, or disregarding any form of discrimination.
- Promoting gender-sensitive communication through eliminating gender stereotypes and using multidimensional representations of women and men.
- Promoting the unbiased portrayal of women and men through a balanced presence in communication.
- Addressing in communication, based on sex-disaggregated statistics, the problem of the underrepresented sex at different academic, administrative, and technical levels, and in certain subjects, as an equality problem that deserves an adequate solution.
- Identifying and implementing actions with respect to the procedures, tools, and practices of one's own institution and national legislation to guarantee gender-sensitive communication, by providing or striving for measures such as, but not limited to:
  o general guidelines on gender-sensitive language and visual communication;
  o specific guidelines on the communication of job vacancies which could also (explicitly) encourage the underrepresented sex;
  o training courses in gender-sensitive communication for key actors;
  o awareness-raising in gender-sensitive communication for members and employees of the academic institution;
  o screening of existing communication material to improve it according to the guidelines put in place;
  o a department, email address, or web service where all academic members and employees can ask for advice when in doubt concerning matters of communication, and where they can (anonymously) document incidents of gender-biased communication and/or make concrete proposals for improvements;
  o a balanced communication team on the central and/or faculty boards level, so as not to miss out on talents, stances, and viewpoints;
  o an implementation plan for the measures taken;
  o proper monitoring and evaluation of the measures taken.

- Publishing the present Charter, together with the measures taken by the undersigned institution, and calling upon all, including subcontractors and affiliated parties, to follow its commitments.

Date and place

10 December 2015
Nijmegen

Institution and stamp

prof. dr. C. Gielen
Radboud University

---

This project has received funding from the European Union’s Seventh Framework Programme for research, technological development and demonstration under grant agreement No 612445
ANTWERP CHARTER
ON GENDER-SENSITIVE COMMUNICATION
IN AND BY ACADEMIC INSTITUTIONS

In recent years, significant progress has been made regarding gender equality and diversity within European academia. More universities are reflecting the composition of society. However, research shows that women's academic careers still remain characterised by strong vertical segregation. Women hold fewer full professorships and fewer academic or organisational leadership positions than men. One important reason for this segregation is people's repeated exposure to pervasive cultural stereotypes that portray women as less competent for, and dedicated to, an academic and/or professional career. Such unconscious gender-based assumptions may be reflected in language (oral, written or visual) and unintentionally cause offence, giving rise to a non-supportive environment. As a consequence, it is understood that communication in and by academic institutions plays an important role in the persistence or annihilation of such gender-based assumptions and stereotypes, constituting thresholds or advancements for women in academia.

This Charter therefore aims to raise the awareness of, and sensitivity to, these issues by providing suggestions for the elimination of bias from all communication, thus creating a supportive and inclusive academic institutional environment for all.

BY SIGNING THIS CHARTER WE, AS ACADEMIC INSTITUTIONS,

- Acknowledge that we share certain values and principles, such as equality, inclusion, respect for human dignity, fairness and justice for all.
- Acknowledge that academia, like all human communities, should support a diversity of talent.
- Recognise our role, amongst others, in teaching future generations and our commitment to being a role model.
- Recognise that language in the broad sense of the term - communication in all its forms - can either hinder or advance gender equality through either reproducing or counteracting existing inequalities.
- Believe that the present Charter will raise awareness of the power of language and will function as a tool to help our academic institutions advance gender equality.

WE THEREFORE DECLARE

- In our different forms of academic institutional communication such as, but not limited to:
  - written, oral, visual, formal and informal, hierarchical and peer-to-peer;
- Using different materials and channels of internal and external communication such as, but not limited to:
  - teaching, course material, video and audio aids, PowerPoints, meetings, e-mails, academic and student papers, e-learning platforms, smartphone apps, academic news and websites, brochures, press releases, advertising, social media, student clubs, recruitment, conference and poster announcements;
- Towards different target groups such as, but not limited to:
  - professors, assistants, lecturers, speakers, workshop leaders, students, prospective students and alumni, communication and human resources staff, employees, affiliated parties and subcontractors, such as advertising and translation agencies, as well as in communication with the public at large.
TO COMMIT TO

- Promoting communication with respect for human dignity and social responsibility, particularly not inciting, condoning, or disregarding any form of discrimination.
- Promoting gender-sensitive communication through eliminating gender stereotypes and using multidimensional representations of women and men.
- Promoting the unbiased portrayal of women and men through a balanced presence in communication.
- Addressing in communication, based on sex-disaggregated statistics, the problem of the underrepresented sex at different academic, administrative, and technical levels, and in certain subjects, as an equality problem that deserves an adequate solution.
- Identifying and implementing actions with respect to the procedures, tools, and practices of one’s own institution and national legislation to guarantee gender-sensitive communication, by providing or striving for measures such as, but not limited to:
  - general guidelines on gender-sensitive language and visual communication;
  - specific guidelines on the communication of job vacancies which could also (explicitly) encourage the underrepresented sex;
  - training courses in gender-sensitive communication for key actors;
  - awareness-raising in gender-sensitive communication for members and employees of the academic institution;
  - screening of existing communication material to improve it according to the guidelines put in place;
  - a department, email address, or web service where all academic members and employees can ask for advice when in doubt concerning matters of communication, and where they can (anonymously) document incidents of gender-biased communication and/or make concrete proposals for improvements;
    - a balanced communication team on the central and/or faculty boards level, so as not to miss out on talents, stances, and viewpoints;
    - an implementation plan for the measures taken;
    - proper monitoring and evaluation of the measures taken.

- Publishing the present Charter, together with the measures taken by the undersigned institution, and calling upon all, including subcontractors and affiliated parties, to follow its commitments.

Date and place

December 23, 2015
Ankara, Turkey

Institution and stamp

Vice-President
Middle East Technical University

ANTWERP CHARTER
ON GENDER-SENSITIVE COMMUNICATION
IN AND BY ACADEMIC INSTITUTIONS

In recent years, significant progress has been made regarding gender equality and diversity within European academia. More universities are reflecting the composition of society. However, research shows that women's academic careers still remain characterised by strong vertical segregation. Women hold fewer full professorships and fewer academic or organisational leadership positions than men. One important reason for this segregation is people's repeated exposure to pervasive cultural stereotypes that portray women as less competent for, and dedicated to, an academic and/or professional career. Such unconscious gender-based assumptions may be reflected in language (oral, written or visual) and unintentionally cause offence, giving rise to a non-supportive environment. As a consequence, it is understood that communication in and by academic institutions plays an important role in the persistence or annihilation of such gender-based assumptions and stereotypes, constituting thresholds or advancements for women in academia.

This Charter therefore aims to raise the awareness of, and sensitivity to, these issues by providing suggestions for the elimination of bias from all communication, thus creating a supportive and inclusive academic institutional environment for all.

**BY SIGNING THIS CHARTER WE, AS ACADEMIC INSTITUTIONS,**

- Acknowledge that we share certain values and principles, such as equality, inclusion, respect for human dignity, fairness and justice for all.
- Acknowledge that academia, like all human communities, should support a diversity of talent.
- Recognise our role, amongst others, in teaching future generations and our commitment to being a role model.
- Recognise that language in the broad sense of the term - communication in all its forms - can either hinder or advance gender equality through either reproducing or counteracting existing inequalities.
- Believe that the present Charter will raise awareness of the power of language and will function as a tool to help our academic institutions advance gender equality.

**WE THEREFORE DECLARE**

- In our different forms of academic institutional communication such as, but not limited to:
  - written, oral, visual, formal and informal, hierarchical and peer-to-peer;
- Using different materials and channels of internal and external communication such as, but not limited to:
  - teaching, course material, video and audio aids, PowerPoints, meetings, e-mails, academic and student papers, e-learning platforms, smartphone apps, academic news and websites, brochures, press releases, advertising, social media, student clubs, recruitment, conference and poster announcements;
- Towards different target groups such as, but not limited to:
  - professors, assistants, lecturers, speakers, workshop leaders, students, prospective students and alumni, communication and human resources staff, employees, affiliated parties and subcontractors, such as advertising and translation agencies, as well as in communication with the public at large.
TO COMMIT TO

- Promoting communication with respect for human dignity and social responsibility, particularly not inciting, condoning, or disregarding any form of discrimination.
- Promoting gender-sensitive communication through eliminating gender stereotypes and using multidimensional representations of women and men.
- Promoting the unbiased portrayal of women and men through a balanced presence in communication.
- Addressing in communication, based on sex-disaggregated statistics, the problem of the underrepresented sex at different academic, administrative, and technical levels, and in certain subjects, as an equality problem that deserves an adequate solution.
- Identifying and implementing actions with respect to the procedures, tools, and practices of one’s own institution and national legislation to guarantee gender-sensitive communication, by providing or striving for measures such as, but not limited to:
  - general guidelines on gender-sensitive language and visual communication;
  - specific guidelines on the communication of job vacancies which could also (explicitly) encourage the underrepresented sex;
  - training courses in gender-sensitive communication for key actors;
  - awareness-raising in gender-sensitive communication for members and employees of the academic institution;
  - screening of existing communication material to improve it according to the guidelines put in place;
  - a department, email address, or web service where all academic members and employees can ask for advice when in doubt concerning matters of communication, and where they can (anonymously) document incidents of gender-biased communication and/or make concrete proposals for improvements;
  - a balanced communication team on the central and/or faculty boards level, so as not to miss out on talents, stances, and viewpoints;
  - an implementation plan for the measures taken;
  - proper monitoring and evaluation of the measures taken.

- Publishing the present Charter, together with the measures taken by the undersigned institution, and calling upon all, including subcontractors and affiliated parties, to follow its commitments.

Date and place

15.12.15 Verlata

Institution and stamp

Universität Verlata
Postf. 15 53 e 4924 Verlata
Universität 22 e 4924 Verlata

---

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement No 612413.
ANTWERP CHARTER
ON GENDER-SENSITIVE COMMUNICATION
IN AND BY ACADEMIC INSTITUTIONS

In recent years, significant progress has been made regarding gender equality and diversity within European academia. More universities are reflecting the composition of society. However, research shows that women's academic careers still remain characterised by strong vertical segregation. Women hold fewer full professorships and fewer academic or organisational leadership positions than men. One important reason for this segregation is people's repeated exposure to pervasive cultural stereotypes that portray women as less competent for, and dedicated to, an academic and/or professional career. Such unconscious gender-based assumptions may be reflected in language (oral, written or visual) and unintentionally cause offence, giving rise to a non-supportive environment. As a consequence, it is understood that communication in and by academic institutions plays an important role in the persistence or annihilation of such gender-based assumptions and stereotypes, constituting thresholds or advancements for women in academia.

This Charter therefore aims to raise the awareness of, and sensitivity to, these issues by providing suggestions for the elimination of bias from all communication, thus creating a supportive and inclusive academic institutional environment for all.

BY SIGNING THIS CHARTER WE, AS ACADEMIC INSTITUTIONS,

- Acknowledge that we share certain values and principles, such as equality, inclusion, respect for human dignity, fairness and justice for all.
- Acknowledge that academia, like all human communities, should support a diversity of talent.
- Recognise our role, amongst others, in teaching future generations and our commitment to being a role model.
- Recognise that language in the broad sense of the term - communication in all its forms - can either hinder or advance gender equality through either reproducing or counteracting existing inequalities.
- Believe that the present Charter will raise awareness of the power of language and will function as a tool to help our academic institutions advance gender equality.

WE THEREFORE DECLARE

- In our different forms of academic institutional communication such as, but not limited to:
  - written, oral, visual, formal and informal, hierarchical and peer-to-peer;
- Using different materials and channels of internal and external communication such as, but not limited to:
  - teaching, course material, video and audio aids, PowerPoints, meetings, e-mails, academic and student papers, e-learning platforms, smartphone apps, academic news and websites, brochures, press releases, advertising, social media, student clubs, recruitment, conference and poster announcements;
- Towards different target groups such as, but not limited to:
  - professors, assistants, lecturers, speakers, workshop leaders, students, prospective students and alumni, communication and human resources staff, employees, affiliated parties and subcontractors, such as advertising and translation agencies, as well as in communication with the public at large.
TO COMMIT TO

- Promoting communication with respect for human dignity and social responsibility, particularly not inciting, condoning, or disregarding any form of discrimination.
- Promoting gender-sensitive communication through eliminating gender stereotypes and using multidimensional representations of women and men.
- Promoting the unbiased portrayal of women and men through a balanced presence in communication.
- Addressing in communication, based on sex-disaggregated statistics, the problem of the underrepresented sex at different academic, administrative, and technical levels, and in certain subjects, as an equality problem that deserves an adequate solution.
- Identifying and implementing actions with respect to the procedures, tools, and practices of one's own institution and national legislation to guarantee gender-sensitive communication, by providing or striving for measures such as, but not limited to:
  - general guidelines on gender-sensitive language and visual communication;
  - specific guidelines on the communication of job vacancies which could also (explicitly) encourage the underrepresented sex;
  - training courses in gender-sensitive communication for key actors;
  - awareness-raising in gender-sensitive communication for members and employees of the academic institution;
  - screening of existing communication material to improve it according to the guidelines put in place;
  - a department, email address, or web service where all academic members and employees can ask for advice when in doubt concerning matters of communication, and where they can (anonymously) document incidents of gender-biased communication and/or make concrete proposals for improvements;
  - a balanced communication team on the central and/or faculty boards level, so as not to miss out on talents, stances, and viewpoints;
  - an implementation plan for the measures taken;
  - proper monitoring and evaluation of the measures taken.

- Publishing the present Charter, together with the measures taken by the undersigned institution, and calling upon all, including subcontractors and affiliated parties, to follow its commitments.

Date and place

BRNO 4.11. 2015

[Signature]

Institution and stamp

---


This project has received funding from the European Union's seventh framework programme for research, technological development and demonstration under grant agreement No 612413
RECOMMENDATIONS TO PREVENT AND FIGHT SEXUAL HARASSMENT IN ACADEMIA

Sexual harassment, the issue at stake

In addressing gender inequality within academia, research acknowledges the role of organizational practices and cultures that reproduce gender bias, stereotypes, and covert barriers to women’s academic careers. One such discriminatory practice in academic institutions is subtle and often hidden: sexual harassment. The fact that sexual harassment remains often hidden has also challenged researchers in search of representative data. Europe, for instance, lacks a systematic overview of sexual harassment, especially considering the more extensive literature available on the US. However, some data are available.¹ The Gender Crime report, to name one, studied the experiences of female students at 34 universities across Germany, Italy, Poland, Spain, and the UK through two survey waves: winter 2009/2010 and fall/winter 2010/2011. Between 47% (Italy) and 68.6% (UK) of the respondents indicated they experienced sexual harassment at least once during their time at university. While in 60.8% of the cases the perpetrators were “someone outside the university”, in 31.7% of the cases they were a fellow student and in 7.5% a staff member.² A research carried out in the Czech Republic on sexual harassment in higher education revealed that 67% of BA and MA students experienced some of the forms of sexual harassment and 22% experienced more serious forms (unwanted sexual attention and sexual coercion).³

The European Council defines sexual harassment as follows: “where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.”⁴ It goes without saying that sexual harassment occurs in all corners of society. 68% of European women over the age of 15 experienced sexual harassment by an unknown person, 35% by somebody known to the respondent and 32% by somebody from their professional context. Respondents experienced sexual harassment in their private, public, and work lives, but also online.

(cyber harassment). Yet as academic institutions have their own organizational context, they deserve a specific focus. First, academic institutions are highly competitive working environments, with both internal and external competition feeding into existing power relations and fostering their development. Now, where power is exerted, there is fertile ground for harassment. These power relations can be top-down, but peers or subordinates can also use harassment to gain or equalize power. Secondly, as academic institutions are built on both peer and hierarchical relations, sexual harassment can take various forms, all requiring different policy approaches. Thirdly, as many academic institutions are characterized by an unbalanced sex ratio, this can contribute to an organizational culture where sexual harassment remains a hidden practice. Consequently, sexual harassment is often not a priority or even thought to be an issue, which makes fighting it especially difficult. Finally, if academic institutions are also educational bodies, students and their study environments need to be considered in the analysis of sexual harassment.

Sexual harassment can take many forms: non-verbal or verbal, psychological, and physical. Fitzgerald classified three types of sexual harassment: gender harassment, unwelcome sexual attention and sexual coercion. The first type involves ‘softer’ forms, such as offences, comments, inappropriate gestures, use of lewd teaching materials. Unwelcome attention comprises efforts to establish an intimate relationship, talk about sexual or intimate topics, invitation to a date, etc. Lastly, Fitzgerald distinguished sexual coercion, such as a forced sexual encounter for reward or under threat, unwelcome physical touching and physical assault. Such diversity of experiences could foster a feeling of ambiguity, making it easy to underestimate or even blatantly deny the pervasive problem. Complicating matters further, the understanding of sexual harassment is related to gender norms, gendered behavioural expectations, and the fact that work environments are often presumed to be gender neutral. For instance, persons who were confronted with sexual harassment might find it hard to call specific behaviour sexual harassment if that behaviour or attitude resembles what are perceived to be normal gender interactions. In liberal environments, victims could also face the counterargument that they are

---

exaggerating or acting too politically correct. All this means that victims are often isolated in fighting sexual harassment. Facing hostile environments, they most often fall silent out of shame, blaming themselves, their complaints disappeared by their institution’s covering-up practices. Harassers often do not get punished, stay in academia, while victims feel and remain unprotected. With people suffering sexual harassment thus unheard or ignored, this may lead to their professional discouragement.

Fighting sexual harassment should therefore be an essential part of well-being policies and, by extension, of policies meant to create a gender-friendly work environment or to foster gender equality within academia. In turn, fostering a gender-equality culture within the institution can also contribute to fighting sexual harassment.

Academic institutions should therefore strongly reject any form of sexual harassment. They should prevent sexual harassment where possible and fight it where necessary.

Academic institutions are bound by their respective legal contexts when addressing sexual harassment. In many cases, however, they can exploit that framework to a larger extent than has so far been the case and develop a more proactive stance in these matters. Given their different national legislation, academic institutions have at their disposal differing tools and procedures to address sexual harassment, and may need to involve different actors. At least within the European setting, however, the Council Directive 2002/73/EC provides a broader definition of what is, or could be understood by, sexual harassment. Aside from this EU-wide definition, various member states and countries have adopted complementary and/or further-reaching definitions.

When developing policies addressing sexual harassment, it should be noted that sexual harassment is a process with effects lasting beyond the instances it occurs. For example, it tends to have long-lingering effects on the person confronted with sexual harassment. Consequently, policies addressing sexual harassment need to include this long-term perspective. Also, the entire range of different experiences of sexual harassment should be covered. Staff and students of all genders can be confronted with sexual harassment, in hierarchical and peer relations. Policies addressing sexual harassment have to take these different positions and experiences into account. Furthermore, policies addressing sexual harassment...
harassment need to not only address concrete acts of sexual harassment, but also include policy components to prevent sexual harassment from even taking place.

Finally, policies addressing sexual harassment are not simply synonymous with policies tackling sexual and/or gender-based violence. While such acts of violence can be, and are, related to sexual harassment, so far there is no common European approach to sexual and/or gender-based violence. And while the urgent need for such a European definition should be emphasized, so as to facilitate the development of recommendations and policies to address this violence, the current recommendations necessarily focus on addressing the issue of sexual harassment, more precisely – but not necessarily exclusively – in academia.

**Recommendations for academic institutions to prevent and combat sexual harassment**

**Legal and formal provisions to address sexual harassment**

- Explaining what is to be understood at your institution by sexual harassment, starting from the EC definition and also covering national/regional definitions (if present).
- Addressing sexual harassment not only as an individual problem, but also acknowledging its structural dimension and the gendered power relations in which it is often rooted. Recognizing the fact that prevention and solution should not only be targeted at the level of the individual confronted with sexual harassment and that of the perpetrator.
- Making references to EU/national/regional legislation, and, if applicable, integrating or even complementing them.
- Including a clear statement against sexual harassment in the institutional mission statement.
- Using gender-sensitive language in communication so as to avoid stereotypical interpretations of victims and perpetrators.
- Systematically using the chosen terminology, as different terms can have different meanings.
- Defining policies which are theoretically sound, to the point, and empathetic.
An institutional organization or mechanism to address sexual harassment

- Establishing or designing a unit specialized in, and dedicated to, cases of sexual harassment.
- Ensuring an appropriate level of independence by appointing staff without other faculty/departmental responsibilities in order to safeguard the unit’s neutrality.
- Providing for appropriate prevention, information, consultation, assistance, and support, as well as mediation, all according to relevant legislation and taking into account the affected subjects’ will.
- Establishing and clarifying the functions and competences of the different bodies and actors involved.
- Ensuring accurate, up-to-date, broadly disseminated and available (contact) information.
- Making sure that an accurate and active monitoring and evaluation mechanism is in place.

Procedures and tools to combat sexual harassment

- (Establishing and) standardizing principles for internal formal procedures.
- (Establishing and) standardizing codes of conduct on how to advise and support individuals confronted with sexual harassment.
- (Establishing and) standardizing codes of conduct for all staff and students confronted with sexual harassment.
- Clarifying who is responsible for the implementation of the policy.
- Clarifying who is responsible for the monitoring and evaluation of the policy.
- Taking appropriate measures so as to ensure confidentiality and protection of all actors involved.

Pro-active actions and measures to be taken

- Organizing awareness-raising and training activities such as information sessions, advertisements, or bystander-intervention trainings so as to prevent sexual harassment and lower thresholds for seeking help for individuals confronted with sexual harassment.
- Training staff on how to address issues of sexual harassment (prevention, support, procedures).
- Taking measures to keep the threshold for being willing to share experiences of sexual harassment as low as possible.
- Periodically carrying out studies on the academic community’s perception of sexual harassment.
- Including information on the sexual-harassment policy during student orientation days/week.
- Paying particular attention to avoiding a culture of ridicule, victim blaming, or disparaging language.
- Informing all new employees about sexual harassment and the code of conduct upon their arrival/integration at the institution.