DIVERSITY AND INCLUSIVENESS STRATEGY
OF THE EKA UNIVERSITY OF APPLIED SCIENCES
2025 – 2028

RIGA - 2025

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INTRODUCTION

FRAMEWORK FOR THE DIVERSITY AND INCLUSIVENESS STRATEGY

Compliance of the strategy with international and national directives

The aim of DIS are closely aligned with Sustainable Development Goal 4, which focuses on ensuring inclusive and equitable quality education for all, as well as promoting lifelong learning opportunities and Sustainable Development Goal 10, which aims to reduce inequalities within and among countries, ensuring that every individual has access to the resources and opportunities they need to thrive.

The framework for the Diversity and Inclusion strategy (DIS 2028) will emphasize **inclusion and gender equality**, which is outlined in the **European Education Area framework**[1] alongside other complementary dimensions of quality, green and digital transitions, teachers and educators, higher education, and geopolitical considerations, to foster an inclusive, equitable, and sustainable higher education environment.

EKA undertakes to contribute to the goals of a **European Education Area (EEA),** and to perform in line with EU's renewed agenda for higher education. One of the EEA focus topics is Improving quality and equity in education and training, which means that all citizens in the EU have the right to high-quality and inclusive education, training and lifelong learning[2].

As the authors of the report "**Towards to 2030 vision** on the future of universities in Europe" indicate, even if university leadership may prioritize diversity and inclusion, this is not always reflected in research positions at faculty and department levels[3].. Consequently, the development of the SDIS involves teachers and researchers at all levels to promote understanding of diversity and inclusion among different target audiences.

Erasmus+ Program 2021-2027 is also characterized with a strong focus on inclusion and diversity aspects, which aim at making the program more accessible to both new applicant organizations and people with fewer opportunities for participation[4].

European Council recommendation on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe[5] underlines fostering gender equality and gender balance in research teams, managerial and decision-making bodies, and highlights the importance of combating gender-based violence and sexual harassment and promoting work-life balance for both women and men (p.20). Recommendations are embracing diversity in the broad sense, including gender, racial or ethnic origin, religion or belief, social diversity, disability, age, sexual orientation, and combating discrimination on all grounds, calling for fair and inclusive career accession and progression systems, including the development of tenure-track-like systems (p.23). The document advocates for providing attractive, inclusive, and competitive research and working conditions, including commensurate remuneration, work-life balance, and flexible working conditions, promoting fair assessment and reward systems, ensuring gender equality, gender balance, equal opportunities, and inclusiveness (p.10). The document recommends specific measures to support early-career researchers, including providing social protection, financial and social protection incentives, and promoting inter-institutional, inter-sectoral, inter-disciplinary, and geographical mobility (p.10).

The researchers at risk are mentioned also by **Marie Sklodowska-Curie's actions**, underlining different categories of researchers, which might be the object of Diversity and Inclusion strategies, starting from

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[1] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on Achieving the European Education Area by 2025 (COM/2020/625), p.12. Available: https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52020DC0625

[2] Focus topics of the EEA. (https://education.ec.europa.eu/focus-topics/eea-in-the-world):

[3] European Commission: Directorate-General for Research and Innovation, Whittle, M. and Rampton, J., *Towards a 2030 vision on the future of universities in Europe*, Publications Office, 2020. Available: https://data.europa.eu/doi/10.2777/510530

[4] STRATEGY OF INCLUSION AND DIVERSITY IN ERASMUS+. 2020-2027 State Education Development Agency. NA LV01

[5] COUNCIL RECOMMENDATION of 18 December 2023 on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe (C/2023/1640). Official Journal of the European Union. Available: www.eur-lex.europa.eu/OJ:C_202301640:EN:TXT

specific research objects or public expressions and towards to individual status especially for members of a political, ethnic, or religious minority, female, or due to sexual orientation[1].

The National Development Plan for 2021-2027 has been developed in accordance with Latvia 2030. Priority 2 "Knowledge and Skills for Personal and National Growth" sets a goal for a knowledgeable, **inclusive**, and creative society for an efficient, innovative, and productive economy and course of action "Quality, accessible, inclusive education"[2].

Priority nr 7 "Innovative government and public participation" as we as Priority Nr 2 "Long-term investments in Human capital" in the **Sustainable Development Strategy of Latvia until 2030** underline the necessity of informing the society regarding social diversity (p.30), including the creation of educational events on diversity (p.93)[3].

According to the **Heidrick & Struggles reports**, organizations are placing a greater emphasis on diversity, equity, and inclusion (DEI) initiatives. Notably, 93% of respondents indicate that DEI is more important now than it was three years ago. Additionally, 52% of leaders believe that their diversity efforts significantly contribute to business success, an increase from just 22% three years ago.[4].

Compliance of the strategy with EKA strategic documents

The Strategy of the EKA University of Applied Sciences 2028[5]

EKA mission, vision, and values[6]

Vision: The EKA University of Applied Sciences is a higher education institution that inspires people to be open to change and innovation by providing quality studies and research based on the principles of **diversity** and sustainable development.

Mission: The EKA University of Applied Sciences fosters the formation of civil society by developing person's creativity, entrepreneurship, leadership and responsibility.

Ethics and social responsibility

To adhere to the principles of ethics in all activities. To respect public interests.

Cooperation and support

Openness to cooperation with different stakeholders. Support to each student and employee

Sustainable development

To follow the principles of sustainable development in all activities.

Creativity

Studies and science aimed at the creation of new ideas, projects and products.

Diversity

Corporate culture that eliminates discrimination and provides for the development of everyone irrespective of their gender, nationality, age, social status etc.

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[1] Guidelines for Inclusion of Researchers at Risk. Marie Skłodowska-Curie actions. https://marie-sklodowska-curie-actions.ec.europa.eu/about-msca/guidelines-for-inclusion-of-researchers-at-risk

[2] Ziņojums par Latvijas ilgtspējīgas attīstības stratēģijas līdz 2030. gadam un Nacionālā Attīstības Plāna 2021.–2027. gadam īstenošanu un valsts ilgtspējīgu attīstību. Valsts kanceleja. https://www.mk.gov.lv/lv/latvijas-ilgtspejigas-attistibas-strategija?utm_source=https%3A%2F%2Fwww.google.com%2F

[3] Sustainable Development Strategy of Latvia until 2030. Saiema of the Republic of Latvia. https://www.mk.gov.lv/lv/latvijas-ilgtspejigas-attistibas-strategija?utm_source=https%3A%2F%2Fwww.google.com%2F

[4] Employees at the Center: What It Takes to Lead on DE&I Now . Available: https://www.heidrick.com/en/insights/diversity-inclusion/employees-at-the-center-what-it-takes-to-lead-on-dei-now

[5] The Strategy of the EKA University of Applied Sciences 2028. Available: https://www.augstskola.lv/?parent=502&lng=eng

[6] All EKA strategic documents are available at website: https://www.augstskola.lv/?parent=502&lng=eng

Figure 1. EKA values (Source: Strategy of the EKA University of Applied Sciences 2028)

EKA is committed to avoiding any discrimination on the grounds of gender, race, color, ethnic or social origin, language, religion or belief, political opinion, disability, age or sexual orientation. To promote the integration of non-discrimination and equality principles into EKA daily life and interaction between students and staff and within groups, the principles are elaborated into internal EKA policy documents, such as the Code of Ethics.

The Strategy of the Science and Artistic Activity Development 2024-2028 (ZRDAS2028)[1]

ZRDAS 2028 goals are aligned with the priorities of the Erasmus+ Programme, underlining inclusion and diversity, with 2 goals directly related to diversity and inclusion:

- To establish the multicultural environment at EKA to ensure "internationalization at home"

- To support tolerance and diversity in the classroom by providing opportunities to develop intercultural and social communication skills among students and staff.

The EKA **Gender Equality Plan** promotes a work culture founded on equality and inclusivity principles. One of its main objectives is to ensure equal treatment and opportunities, regardless of gender, cultural background, or other factors, while emphasizing equal career development. To address work and education-related stereotypes, the Action Plan includes initiatives to improve work-life balance, reduce discrimination risks in the labor market, promote equal pay, reduce stereotypes with regards to male and female professions, improve understanding about equal rights and opportunities for men and women, and awards for gender equality achievements. One key activity is to inform EKA employees about the gender equality policy, initiatives, and results, fostering awareness and education on gender stereotypes to help combat discrimination in their professional and personal lives.

ZRDAS2028 primarily emphasizes the advancement of research and creative endeavors, the involvement of staff and students, and the enhancement of research infrastructure and cooperation. However, it does not address issues of diversity and inclusion. In contrast, **Inclusivity and diversity in higher education** is one of the **scientific research directions[2]** at EKA, led by Assoc. Prof., Dr. Psych. Kr. Užule.

To provide equal opportunities for ERASMUS mobilities, as one of the priorities of the Erasmus+ program is the promotion of inclusion and diversity, EKA holds a competition every year with publicly announced results. One of the questions on the application form is about disability, which is also considered when evaluating applicants.

DEVELOPMENT OF DIVERSITY AND INCLUSION STRATEGY

EKA University of Applied Sciences has focused intensively on staff development over the past five years. In 2024, numerous high-level strategic documents were created outlining the new vision and value focus of EKA's educational approach.

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[1] The Strategy of the Science and Artistic Activity Development 2024-2028 (ZRDAS2028). Available:
https://www.augstskola.lv/?parent=502&lng=eng
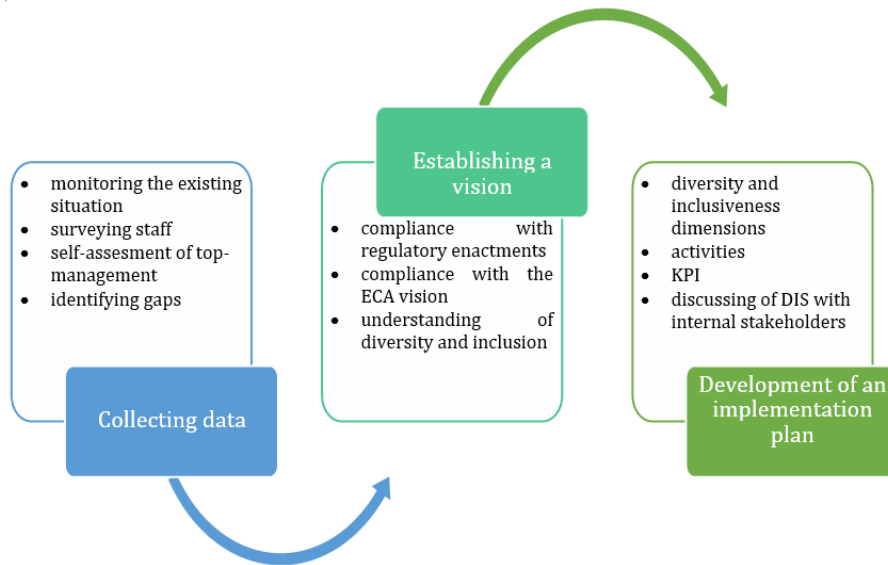[2] https://www.augstskola.lv/?parent=615&lng=eng

Figure 3. Process of development of DIS2028

Since September 2024, working group started to collect data and prepare the frame for DIS2028. To determine the opinion of **EKA top management** on diversity management at the university, as well as to understand the current stage of diversity at EKA, the EU Diversity Self-assessment Tool developed by the European Commission was used.[1] EKA rector, vice-rector for science and development and vice-rector for studies completed this tool, answering 21 questions, the results are summarized in Table 1.

Table 1. EKA top-management self-assessment on diversity

	Average
Organizational diversity infrastructure	37%
Recruitment	83%
Career progression	50%
Terms and conditions	50%
Recognition of specific needs	41%
Total score:	48%

This result suggests a solid basis for EKA to make further progress in managing workplace diversity. While the selection process from all 3 top-managers is rated very highly in the context of DIS2028, then other aspects need to be improved, first all diversity infrastructure and recognition of specific needs.

The questionnaire for staff survey was developed based on broad understanding of diversity, as mentioned in **European Council recommendation on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe**: "including, inter alia, gender, racial or ethnic origin, religion or belief, social diversity, disability, age, sexual orientation and combating discrimination on all grounds" [2].

Main diversity dimensions used in EKA Diversity and Inclusion strategy are chosen in according to the EU diversity initiatives[3].

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[1] https://eudiversity2024.eu/eu-diversity-self-assessment-tool/
[2] COUNCIL RECOMMENDATION of 18 December 2023 on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe (C/2023/1640). Official Journal of the European Union. P.20. www.eur-lex.europa.eu/OJ:C_202301640:EN:TXT
[3] EU diversity self-assesment tool. https://eudiversity2024.eu/contacts-page/

As basic for the survey the questionnaire developed by SG Task Force on Equality Secretariat, DG HR Diversity and Inclusion Office, and the EEAS Resources Management department of European Comission was used[1].

To involve all researchers and elected academics in the survey, a round mail was sent and repeated after 2 weeks. 15 researchers are working at EKA University, 9 of whom participated in the survey. 41 elected lecturers are working at EKA University, 27 of whom participated in the survey.

In order to create the priorities and goals of the strategy, an analysis of the university's statistics was carried out across various aspects of diversity and inclusion.

The data reveal a significant underrepresentation of diverse groups among both researchers and academics. While female academics were the best-represented group, the data indicates a significant underrepresentation of individuals identifying as LGBT, those from racial or ethnic minority backgrounds, and those with disabilities. The survey data shows that the age group 25-45 was the best-represented among both researchers and academics. Regarding position, while the most common positions varied slightly between researchers and academics, 'Assistant Professor' was the largest single category for academics, while 'Researcher' was the largest for researchers.

Diversity - Gender

The gender diversity at EKA is based on Gender equality plan[2], strongly aligns with the general international and local policies and considers the priority directions proposed by these policies with a special emphasis on addressing gender stereotypes in education and the job market which is consistent with EKA's role as a private higher education institution. The document is approved by EKA Senate on 30.01.2023 and is based on 4 principles:

- Work and study environment
- Work culture and work-life balance
- Equal career development opportunities
- Study culture, diversity, and inclusivity.

In both segments – researchers and academics – at EKA female representatives are constituting supremacy, making up 75% of all academic staff and more than 90% of researchers.

When analyzing the correlation between gender and position, only women are presented as professors and associated professors, as well as leading researchers.

In spite of the fact, that this situation is typical for Latvia and also in line with the specifics of EKA programs, EKA should pay more attention to attracting male academics and researchers. In all gender issues, the pay parity principle must be considered.

Diversity – Age

The age distribution among EKA's academic staff and researchers reflects broader trends in the Latvian higher education sector and the overall demographic landscape, with the 25-45 age group currently being the most prevalent. The comparatively low representation of individuals in the older age group (65+) warrants attention, requiring investigation into potential systemic barriers or challenges faced by older academics impacting their career paths and retention within the institution.

In analyzing the correlation between age and position, it appears that some career tracks and positions show a stronger correlation with specific age groups, with further investigation needed to identify whether these correlations are due to organizational policy, individual career choices, or other factors.

EKA needs to create targeted strategies to support the retention of older academics to ensure continuity of knowledge and expertise and retain senior academic leadership, as well as encourage young professionals to join academic and scientific positions.

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[1] European Commision. Survey on diversity, inclusion and respect at the workplace.
https://u4unity.eu/document/diversite_report_annex.pdf

[2] Gender Equality plan. Available: https://www.augstskola.lv/upload/Gender%20Equality%20Plan%20EKA_LV.pdf

Diversity – Race and Ethnicity

EKA's current data on the racial and ethnic backgrounds of its academic staff and researchers is limited. The existing data suggests some degree of racial and ethnic homogeneity, it also shows high numbers of minorities represented at EKA – half of the researchers identify themselves as an ethnical minority, and 20% pf academic staff. However, the figures are based on a limited sample size and self-reporting, which may not fully capture the actual diversity within the academic community and show different perceptions on minority concept itself, considering the unique socio-political context of Latvia's Russians peaking minority.

Data shows that belonging to a minority is not a barrier to an academic or research career at EKA – all leading researchers belong to a race or ethnical minority, but an expertise is needed to understand the reasons and possible consequences of this data distribution.

Some individuals may choose not to disclose their ethnicity due to concerns about potential discrimination or other sensitivities. The limited available data does not offer sufficient information regarding potential links between race/ethnicity and career progression or position within EKA.

Diversity – Religion

Of the 27 academics surveyed, half do not affiliate with any religion, which aligns with statistics indicating Latvia's status as a largely non-religious country. However, 12 academics do have some affiliation with a religion. Among the researchers specifically, 4 out of 9 identified as non-religious, while the remaining half expressed a religious affiliation.

Given the division within the staff based on religious affiliation, it is essential to conduct more detailed research to understand each group's needs and perspectives. This approach will help foster a more inclusive environment that respects and accommodates diverse beliefs.

Diversity – Physical and mental disabilities

People with special needs are not widely represented in the EKA, but the assumption was that perhaps the true situation would be clarified during the survey. At the moment, EKA is practicing support for people with special needs, applying by awarding them additional points in the ERASMUS mobility competition.

As the data indicates, only 1 person has special needs at EKA, along with 1 individual who reported short-term issues. The subsequent questions regarding the type of disability revealed a physical disability that is not visible and does not require special support. Of the questions about having a dependent with disability, 3 academics answered positively and 2 chose not to answer, the researchers have no dependent persons in their families. Future studies may benefit from more clearly defining or broadening the scope of special needs, incorporating descriptions of both physical and mental disabilities.

Diversity – Sexual orientation

Only 1 person answered positively to the question about belonging to LGBT, both from the lecturers and researchers. This fact indicates the low involvement of LGBT representatives in the academic and scientific activities of the university. In general, Latvia has higher indicators related to LGBT openness, discrimination at work, and aggression than elsewhere in Europe, which may also be related to a certain number of people who do not reveal their sexual identity even in anonymous surveys.

Answering the question about refraining from applying to a job vacancy, a new project or some training because of one or more personal characteristics, only 1 person from academics and 1 from researchers answered positively with indicating age as a characteristic.

**Anti-discrimination and inclusiveness**

When assessing the current situation with the involvement and awareness of EKA representatives about diversity and inclusion promoting activities and training, questions were asked in a survey.

Results show that main representatives are informed about EKA actions related to diversity and inclusion, but are unsure what it entails. Moreover, 15 from 27 academics and 3 from 9 researchers are not following trainings on this topic and only 12 academics had visited such training or would be interested to visit it. Main staff is sufficiently informed about diversity issues both in researcher team as well as by academics, but academics are feeling more confident chose answering yes.

When describing the frequency of conflict situations at work, researchers generally experience conflicts more often than academics.

Answering question about diversity at the workplace by different dimensions, representatives of both groups – researchers and academics – see more sufficient diversity applied by age, gender and religion.
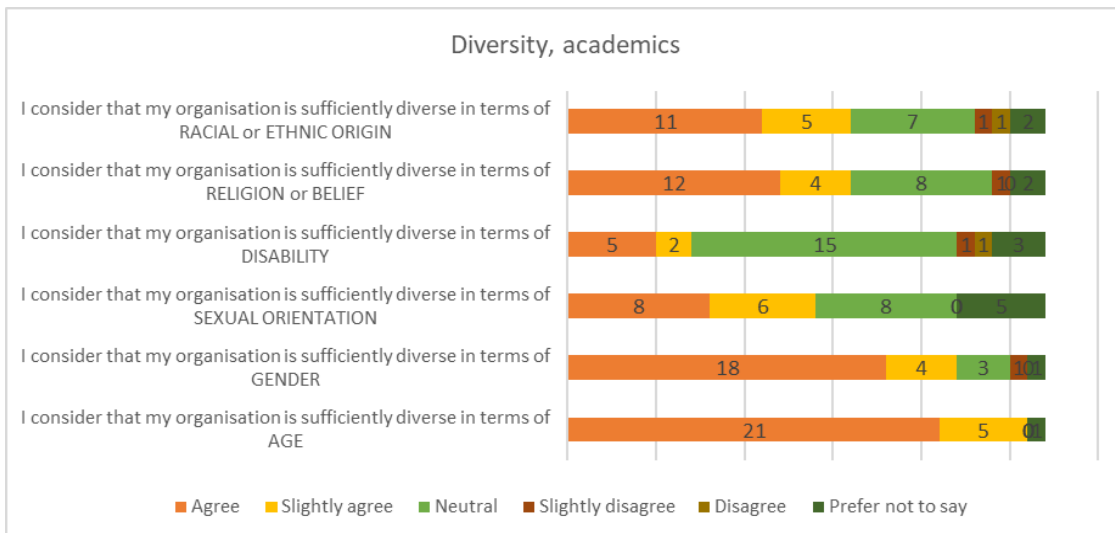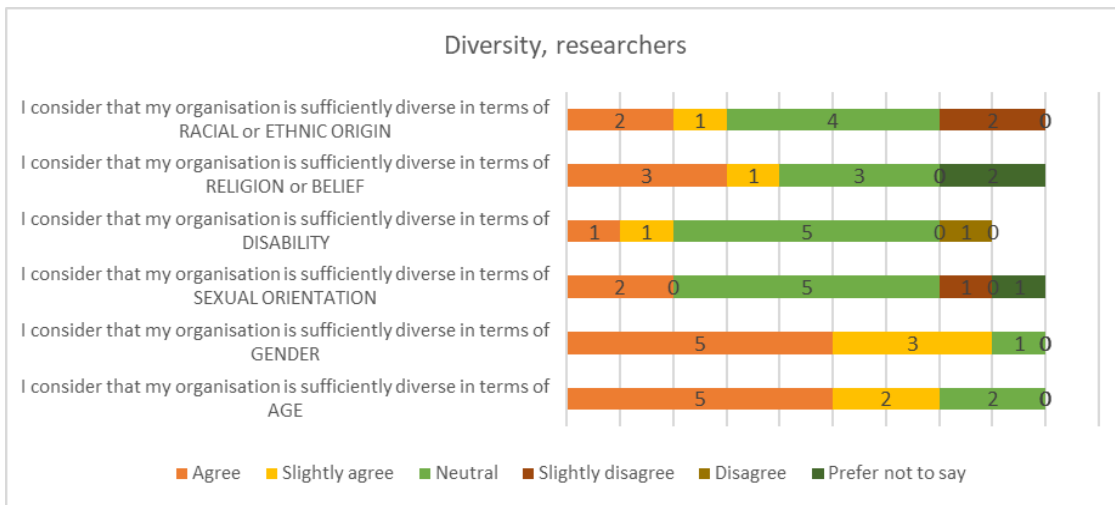
Disabilities and sexual orientation have the lowest evaluation by both groups, while researchers are also mentioned the racial and ethnic origins as less sufficient at EKA.

As data shows, more than half of staff feel personally respected at work.

By mentioning the ground of discriminating behavior, 9 academics and 4 researchers answered to this question, mentioning race (2), sexual orientation (2), and religion (1), as well as 7 from 13 respondents chose the option "prefer not to say", which may demonstrate staff fear of speaking out about observed discriminatory behavior.

Most people have not noticed any difficulties getting to EKA, but in response to the open question, those who have experienced such a situation (n=13) indicated that it mainly concerned the availability of auditoriums (6) and of building facilities like elevator, toilets etc (7).

Answering the question about requesting special arrangements from EKA linked to age, gender, religion, race, sexual orientation or other personal characteristics, both – researcher and academics – showed no request of anything. 2 persons (1 researcher and 1 academic) chose option *No, but I would not dare to ask*, while 3 academics chose answers *Yes, and there was no problem* for gender, sexual orientation and other issues.

The staff is feeling free to complain discrimination behavior – while academics shows 48% by saying yes and researchers only 11%, preferring to report discrimination orally or only to colleagues (44% of researchers and 18% of academics).

Finally, the atmosphere, events and activities in the workplace that promote a respectful climate were identified.

Answering questions about matters taken by EKA for preventing and fighting against harassment, researchers rate higher on university efforts to combat harassment than academic forces.

As the data shows, employees are generally aware of the university's efforts to combat harassment, but there is a need for better information about the procedures.

Evaluating psychological and sexual harassment issues, data shows, that sexual harassment does not occur in the university.

Some researchers (4) and academics (7) have answered the question about what kind of harassment they have experienced, an external person (1), student (2) and prefer not to answer (8) were mentioned.

Next figure shows the evaluation of effectiveness of some possible action taken by EKA management for developing and preserving respectful workplace.

As most effective academics and researchers see addressing unacceptable behaviors by managers and organizations, as well as effective disciplinary procedures.

A significant number of representatives have not attended and are not interested in attending the training offered by EKA in the field of diversity and inclusion. It is necessary to find a new format that would address this target audience and arouse their interest in diversity issues. The transparent and open dialog is needed about discrimination issues. A clear procedure of requesting any special arrangements based on belonging to some diversity group or personal characteristics is needed. There is a need for developing appropriate procedures and leaders addressing the attitude unacceptable behaviors.

Strengths and Weaknesses

Based on self-assessment, statistics and survey results, an analysis of the strengths and weaknesses of EKA University of Applied Sciences' diversity and inclusion initiatives was developed.

Table 3. Strengths and weaknesses on Diversity and Inclusion issues at EKA

Strengths	Weaknesses
Existing Policy Framework: EKA demonstrates a commitment to diversity and inclusion through existing policies, which align with national and international directives (Sustainable Development Goals, European Education Area framework), showcasing a proactive approach to compliance.	**Data Gaps and Limitations**: While data-driven, the sample sizes present significant gaps, requiring further investigation. The small sample sizes in some sections also limit the generalizability of the findings. Self-reported data may lead to underreporting, particularly concerning sensitive issues like sexual orientation and race/ethnicity.
Data-Driven Approach: The strategy uses data from surveys, self-assessments, and existing statistics to inform its development. The use of the EU Diversity Self-assessment Tool is commendable.	**Underrepresentation**: The data shows significant underrepresentation of certain groups (LGBT, racial/ethnic minorities, those with disabilities). Addressing these disparities requires more focused interventions.
Positive Workplace Culture: The survey indicates a majority of staff feel personally respected at work, suggesting a generally positive atmosphere regarding interpersonal interactions	**Insufficient Awareness and Training**: The survey points to a significant lack of awareness and participation in diversity and inclusion training, indicating a failure to effectively communicate and implement existing programs
Active Engagement of Leadership: The involvement of top management in the self-assessment and strategy development signifies a commitment to fostering a culture of diversity and inclusion from the top down	**Weak Reporting Mechanisms and Accountability**: Respondents express concerns about potential negative consequences for reporting discrimination or harassment, suggesting a lack of trust in existing reporting mechanisms and insufficient accountability, as well as a lack of specific initiatives and action plans

	devoted to effectively addressing harassment.
Existing Support Initiatives (Partial): EKA offers some support mechanisms, such as additional points for individuals with disabilities in Erasmus+ mobility competitions, and training, showing some existing efforts.	**Addressing Systemic Issue**: The data shows, that SDIS needs to detail specific actions to eliminate these issues. This should include focusing on recruitment practices, career progression, and equal pay

The goal of the Action Plan of DIS2028 is to improve weaknesses shown in Table 3 by improving data collection and monitoring, developing training programs for diversity and inclusion and involving underrepresented groups, analyzing systemic barriers hindering inclusivity within university processes (hiring, promotion, compensation), and inventing clear procedures and reporting mechanisms of claiming unappreciated behaviors and communication.

By addressing these weaknesses and building upon existing strengths, EKA will create a more diverse, equitable, and inclusive university environment.

GOALS AND KPI IN THE FIELDS OF DIVERSITY AND INCLUSIVENESS

Future actions

In DIS2028 EKA University of Applied Sciences is following the vision, mentioned in the European Commission report *Towards a 2030 Vision on the Future of Universities in Europe*, in context of diversity and inclusion tending to provide lifelong learning opportunities for academics and researchers along their careers to manage their individual employability opportunities; be open and inclusive and ensure a high degree of integrity in all activities; ensure excellent, rewarding, equal and inclusive opportunities to develop research careers for citizens of all backgrounds, in particular those from marginalised or vulnerable groups[1].

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[1] European Commission: Directorate-General for Research and Innovation, Whittle, M. and Rampton, J., *Towards a 2030 vision on the future of universities in Europe*, Publications Office, 2020, https://data.europa.eu/doi/10.2777/510530
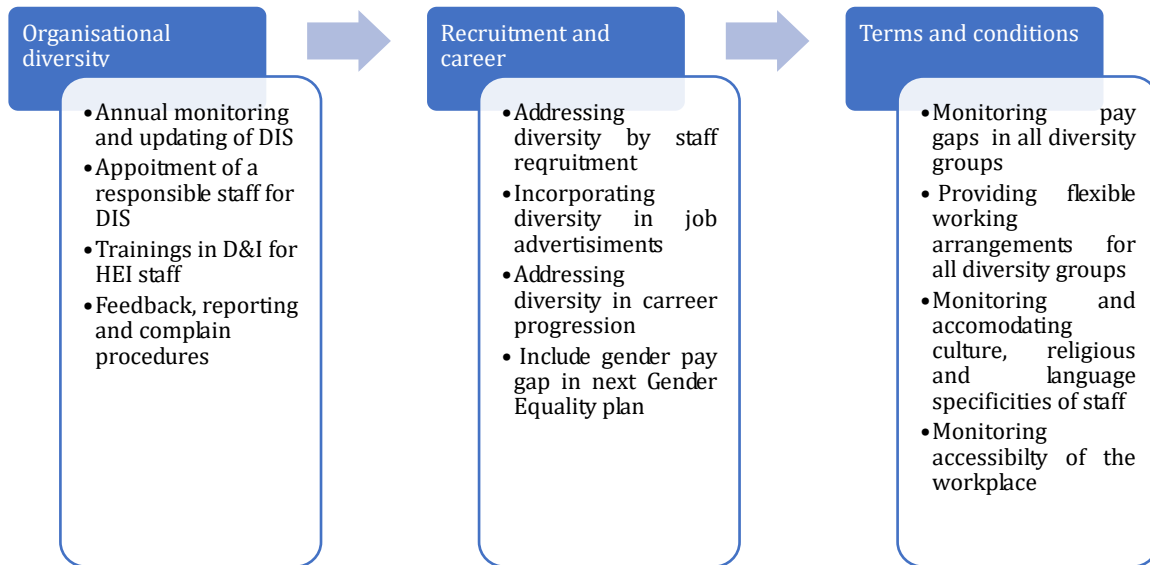
Organisational diversity	Recruitment and career	Terms and conditions
• Annual monitoring and updating of DIS • Appoitment of a responsible staff for DIS • Trainings in D&I for HEI staff • Feedback, reporting and complain procedures	• Addressing diversity by staff reqruitment • Incorporating diversity in job advertisments • Addressing diversity in carreer progression • Include gender pay gap in next Gender Equality plan	• Monitoring pay gaps in all diversity groups • Providing flexible working arrangements for all diversity groups • Monitoring and accomodating culture, religious and language specificities of staff • Monitoring accessibilty of the workplace

Figure 4. Future vision and directions for acting

The vision of EKA in context of diversity and inclusion

EKA is higher education institution renowned for its commitment to diversity and inclusion principles throughout staff recruitment, development, and motivation:

- EKA's academic staff and researchers reflect the diverse population of Latvia and the broader international academic community;

- EKA implements policies and mechanisms that eliminate systemic barriers to career advancement, ensuring equitable opportunities for all staff members, regardless of their background or identity;

- EKA has a comprehensive data collection system for understanding current situation and dynamics in diversity and inclusion context. This data will inform the ongoing assessment of diversity and inclusion efforts, and evaluation of the effectiveness of initiatives and policies;

- EKA ensures regular activities for raising awareness about diversity and inclusiveness supporting multicultural environment and complaining procedures regarding unappropriated behaviors;

- EKA will foster meaningful partnerships with diverse communities and organizations within Latvia.

EKA DIS2028 goals

1. Improve awareness and understanding of diversity and inclusiveness among staff

2. Support a multicultural, tolerant and inclusive working environment

3. Promote diversity and inclusion among staff during all HRM circle

DIS2028 GOAL1: IMPROVING AWARENESS AND UNDERSTANDING OF DIVERSITY AND INCLUSIVENESS AMONG STAFF

KEY PERFORMANCE INDICATORS

G1_KPI1: Number of training and informative sessions about diversity and inclusion for staff

G1_ KPI2: Number of publications devoted to diversity and inclusivity issues

G1_KPI3: Annual surveys about staff attitudes toward diversity, inclusion and discrimination

DIS2028 GOAL2: SUPPORT A MULTICULTURAL, TOLERANT AND INCLUSIVE WORKING ENVIRONMENT

KEY PERFORMANCE INDICATORS

G2_KPI1: Number of staff members working in a hybrid mode

G2_KPI2: Accessibility of EKA facilities for people with fewer opportunities

G2_KPI3: Events dedicated to work-life balance, burn-out prevention, well-being, cultural diversity and intercultural communication

G2_KPI4: Written procedures for reporting and claiming discriminating behavior, harassment and inequality

G2_KPI5: The number of projects dedicated to diversity, inclusion, and non-discrimination

DIS2028 GOAL3: PROMOTE DIVERSITY AND INCLUSION AMONG STAFF DURING ALL HRM CIRCLE

KEY PERFORMANCE INDICATORS

G3_KPI1: Written staff selection procedures based on diversity, inclusion, and non-discrimination principles

G3_KP2: Share of staff members from underrepresented groups