

EURAXESS TOP IV- Managing Diversity for Euraxess

How to become an agent of change in your institution



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Why it is important for Euraxess staff to follow this webinar (and how you can convince colleagues and superiors):

Gender is still one of the major forms of discrimination :

- women constitute the majority of the world's human population,
- women still ensure a major part of the tasks related to family and private life (*care*) ,
- women still suffer a consistent gender pay gap and a lack of presence in the leadership functions

The promotion of diversity requires similar tools as the promotion of gender equality : actions in favour of gender equality should be designed in such a way that they bring positive results for the whole community of researchers and for the society at large. Being gender-sensitive in our work will make us aware of all kinds of discrimination, whether derived from the ethnic origin, age, religion, handicap, sexual orientation, ...

A diverse staff will contribute to a better science !

Looking for the diverse researcher :

When you have time ...

- Watch this 3 minutes video from the Royal society UK :

<https://www.youtube.com/watch?v=dVp9Z5k0dEE>

- Take 5 minutes to make one of these IAT tests (*not limited to gender*):

<https://implicit.harvard.edu/implicit/takeatest.html>

- Share with us and other Euraxess colleagues interesting tools, references, examples like these used in your own institution!



Understanding diversity

Understanding diversity means recognising differences and understanding that each individual is unique. Respecting each other and knowing how we are similar and different will help us to develop better human relations. We are all humans but all different, in so many ways : age, gender, ethnicity, sexual orientation, worldviews, political affiliations, educational attainment, career, physical abilities, value base, family history.

Questions about diversity management (1)

► What is your image of a typical researcher ? How does this image impact the services Euraxess can provide?

► What is the profile of the actual researchers you work with? What is their gender and family status?

How does this profile impact the services Euraxess can provide?

► Do women and men/EU and non EU nationals/junior and senior researchers use EURAXESS services differently? Can you provide an example? Do EURAXESS statistics provide sufficient data to explore this? If not, how could we improve them?

Questions about diversity management (2)

- ▶ Are there gender-specific barriers to mobility ? How does the parenthood affect mobility? What impact does it have on the careers of female researchers?
- ▶ Do parents need different information than single researchers?
- ▶ Does the EURAXESS Service Centre or Career Development Centre takes the caring responsibilities into account when planning the timing of events?

Questions about diversity management (3)

- ▶ Do men and women/ EU and non EU nationals/junior and senior researchers explore careers opportunities outside academia the same way ?
- ▶ Is the content of the EURAXESS Portal designed in a gender-sensitive manner? Describe your findings.

Some concepts you need to know:

Stereotypes

Gender versus sex

Prejudices

Cognitive biases

Discrimination (reference to EU legislation) difference
between positive action and positive discrimination

Intersectionnality

Equality of treatment, equity, equal opportunities

Integration & inclusiveness

Stereotypes



From stereotypes to prejudices, from prejudices to discriminations...



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- From categorisation : sorting information to help us behave in society
 - To stereotypes : categories present in our brain, through which we interpret reality
 - To prejudices: negative vision of a group based on a rigid and wrong generalization
 - To discrimination: negative behaviour towards this group (domination techniques)

To become an agent of change in your institution:

Question the organizational culture and socialization mechanisms which are specific to the university environment.

- ▶ Shift from managing minorities to changing the academic institutions
- ▶ How to make the implicit explicit (unwritten rules and invisible norms)
- ▶ OPENESS! Every person counts.

Towards an inclusive institution :

Tools for an action plan about diversity

- **A diagnostic - Figures, statistics, hard metrics** : starting with an inventory/diagnostic to take a snapshot of the situation in terms of well-being at work, integration of disability, diversity management in teams, and relations with students and doctoral students. This could imply for instance launching large-scale satisfaction surveys (as universities do for the evaluation of teaching).
- **Values** : institutions need to be clear and vocal on what they stand for, which is primarily a question of their values. Values not only proclaimed but discussed and practised. See https://eige.europa.eu/sites/default/files/core_values_work_brage_lovkrona.pdf
- **Examples:** Cascade measure, blind CVs, quotas, role models, (interview of a researcher from a minority /discriminated category), mentoring , ...

Towards an inclusive institution :

Tools for an action plan about diversity

The "well-being in the workplace" angle allows the issue to be addressed as broadly as possible :time management, work-life balance, problems of sexual and moral harassment, logic of marginalisation within teams,

The recruitment procedures might need some reviewing and more information and transparency.

Towards an inclusive institution :

Can you identify some procedures which could be reviewed ?

Are the adopted measures sufficiently visible and known , monitored ?