

Erasmus + Project Re@WBC

Final Conference

***Diversity and Research: Attracting
Researchers from all over the World***

A culture and gender-sensitive approach

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About University of Liège

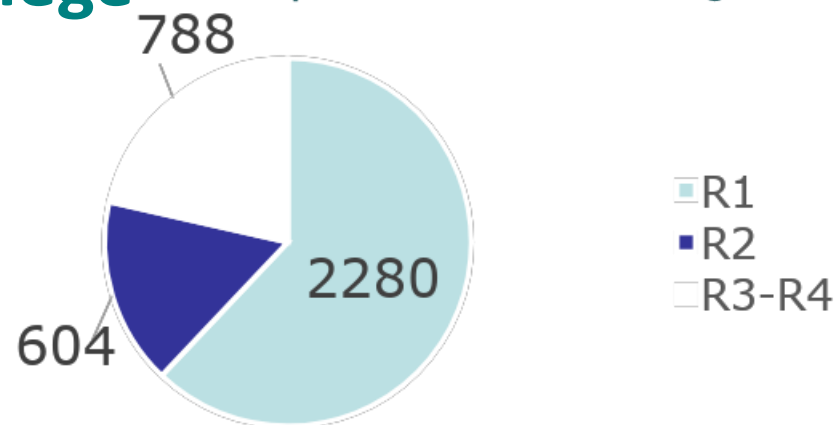


- ▶ 21,310 students
- ▶ >3000 researchers
- ▶ 11 faculties
- ▶ Founded in 1817

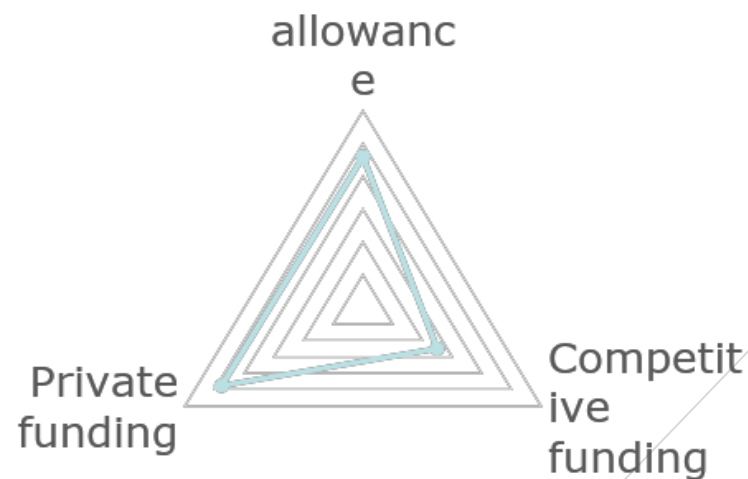
About University of Liège

<http://recherche.uliege.be>

- ▶ 3,672 researchers



- ▶ Budget for research:
240 Million EUR



Context

<http://www.recherche.uliege.be/HRS4R>



- ▶ HRS4R awarded in 2011
- ▶ 4 main topics for action :
 - Ethics
 - Gender
 - Supervision
 - Career Development

Structure of this presentation

- ▶ 1. **CUPPD** : 3 months training programme for PHD candidates
- ▶ 2. **PRSL** : blended training for R2 researchers, future PIs (to help them enhance their **leadership, management and engagement**)
- ▶ 3. **Gender and Diversity management guide**: 56 tools to stimulate gender-sensitivity

Objectives of this presentation

- ▶ Show some examples of what can be done
- ▶ Equip participants with references to useful and easily adaptable tools they can use to promote researchers career development in their country
- ▶ Provide inspiration and motivation: it works !
- ▶ Attract researchers and university staff from WBC to University of Liège for a training or a research stay

**1. CUPPD (Certificat universitaire de
préparation du projet doctoral) :
A 3 months training programme for PHD
candidates**

Objectives

- ▶ Meet institutional needs: monitor duration of PHD programmes from the start (4 years max), joint PHD programmes with other universities
- ▶ Answer questions from potential PHD candidates: self-assessment, search for funding, understand the context
- ▶ Meet needs from promoters: to assess the competences of an applicant

Content of the programme

- ▶ **Section 1** : General and transversal workshops: Project Management, Ethics, Methodology, Bibliography, Science writing, Communication
- ▶ **Section 2**: Research stay in the host department or laboratory (integration in the research unit and drafting of the research project)
- ▶ **Section 3**: Assessment (presentation of the PHD project in front of a jury)

Practical modalities

▶ **Two sessions :**

Autumn session: in French

Spring session: in English (starts in February 2019, applicants welcome !)

If interested, send an email to : doc-training@uliege.be

- **Funding opportunities** : 5000 EUR max. for foreign students

2. Professional Skills for Research Leaders : A blended training for R2 researchers and future PIs

A blended format :do not leave trainees alone !

- ▶ Online courses designed by Epigeum to provide participants with **materials** developed through collaboration of **experts** from international universities
- ▶ A portfolio to bring **self-reflection**
- ▶ "Classroom workshop" to give participants the chance to **learn from mentors** and **share their own experiences**

"Courses raise questions, workshops provide answers"

Programme : 5 modules over 6 months

- Developing and consolidating your research **career**
- **Funding** your research
- **Managing** a research team
- Research **collaboration**
- **Communicating** your research

Testimony

- ▶ *"PSRL courses highlight the importance of **reflecting** on your own career and provide essential **tools to help making good decisions** at the early stages of your scientific independence. I found this programme very useful in order to **develop one's research leadership**. It gives you essential advices and tricks to ensure successful management of your research team, collaborations and research projects. It is also a great opportunity to **meet peer scientists who share similar challenges, as well as more established personalities with valuable experience**. I definitely encourage early stage independent researchers at ULiège to enrol in this program"*

Dr. Pierre Close, FNRS and WELBIO Group leader
Head of Lab of Cancer Signaling, GIGA-Institute, ULIEGE

Challenges

- ▶ Divide the programme to follow specific modules only
- ▶ Adapt the programme to a moving international public
- ▶ What about recognition? Internal certification versus external labelling

3. Gender and Diversity management guide: Presentation of 56 tools to stimulate gender-sensitivity

Objectives

- ▶ Help staff and researchers to better understand and deal with the challenge of gender equality and diversity
- ▶ Become agents of change in their institution
- ▶ Contribute to improved institutional cultures



Outcome: excellent research in Europe

Services to mobile researchers

- Provide services in a **gender-sensitive** way
- Develop **family-friendly** competences
- Develop services for **dual-career** couples

See the latest report from Euraxess, especially the recommendations pp.1-18:

https://cdn4.euraxess.org/sites/default/files/domains/ch/an_analysis_of_dual_career_and_integration_services.pdf



Supporting female and international researchers through career development services

- How to provide training about gender equality and diversity for university staff, women researchers and foreign researchers
- Career development initiatives to counter the scissors effect (leadership, mentoring, flexible careers)

Integrating gender and diversity in the HRS4R action plans

- Non discrimination – promotion of equal opportunities
- Working environment (private life-work balance)
- Gender and diversity balance in recruitment and promotion conditions

Overview of tools

| | Area of action/ Type of resource | Data and concepts | Guidelines and toolkits | Templates | Online tools | Case studies | Others |
|--------------------------------|---|-------------------|-------------------------|-----------|--------------|--------------|--------|
| Researcher | 1.1 Self-assessment | 2 | | | 1, 3 | | |
| | 1.2 Gender bias | 5 | | | 4, 6 | | |
| | 1.3 Mentoring | | 7 | | | | |
| | 1.4 Networking | | | | | | 8 |
| | 1.5 Training | | 9, 10 | | | 11 | |
| Institution | 2.1 Gender audit | | 12, 13 | | | | |
| | 2.2 Data collection | | 15, 16 | 14 | | | |
| | 2.3 Designing a training | | 17 | | | | 18 |
| | 2.4 Setting up a mentoring programme | | 19 | | | 20 | |
| | 2.5 Leaky pipeline | 21 | | | | | |
| | 2.6 Creating gender awareness | 22, 23, 24, 25 | 26 | | | | |
| | 2.7 Impact assessment | 27 | 28 | | | | |
| | 2.8 Balance in decision-making structures | | | | | 29, 30 | |
| | 2.9 Quotas in academia | 32 | | | | | |
| | 2.10 Recruitment | | 33, 35 | | | 29, 34 | 31 |
| | 2.11 Promotion procedures | | 35 | | | 29 | |
| | 2.10 Working conditions | | 36 | | | | |
| | 2.11 Work-life balance | 37 | | | | 38 | |
| 2.12 Gender equality plan | | 44, 45 | 46 | 42, 43 | 47 | | |
| 2.13 Audits and certifications | | | | | 39, 41 | 40 | |
| Environment | 3.1 Gender and mobility | | | | | | 48 |
| | 3.2 Contextualization of strategy | | 50 | | 49 | | |
| | 3.3 Diversity and intersectionality | 51 | | | | | |
| | 3.4 Change management | | 52, 53 | | | | |
| | 3.4 Other resources | | 56 | | | | 54, 55 |

The guide is already available in the Euraxess extranet, will soon be available in ORBI

Thank you 😊

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This presentation will be published on orbi.uliege.be (Open Repository and Bibliography)