

DORA and Gender Equality: Principles and Practice



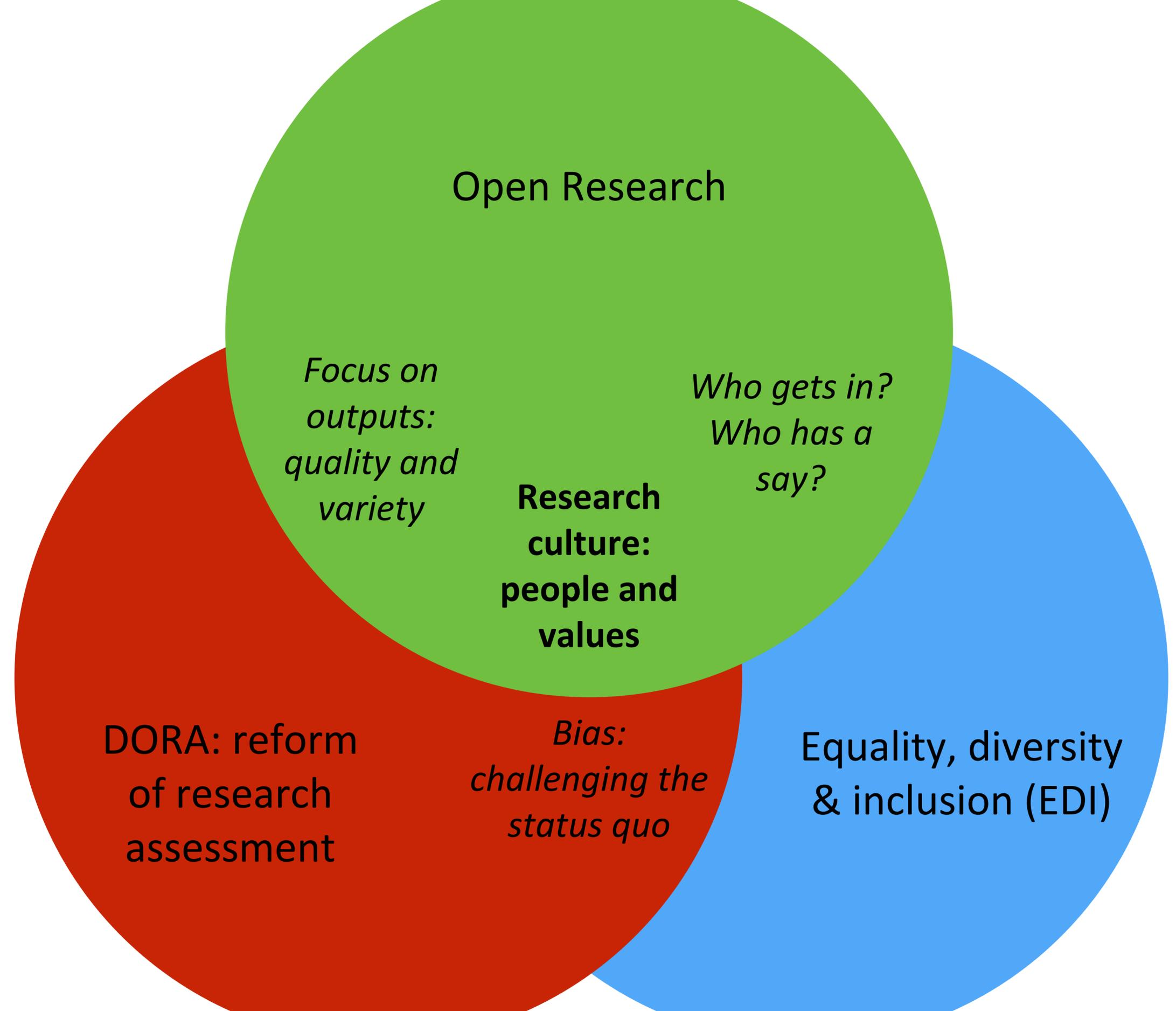
Stephen Curry

Imperial College and DORA

University of Zurich | 06 Feb 2020



Overview...

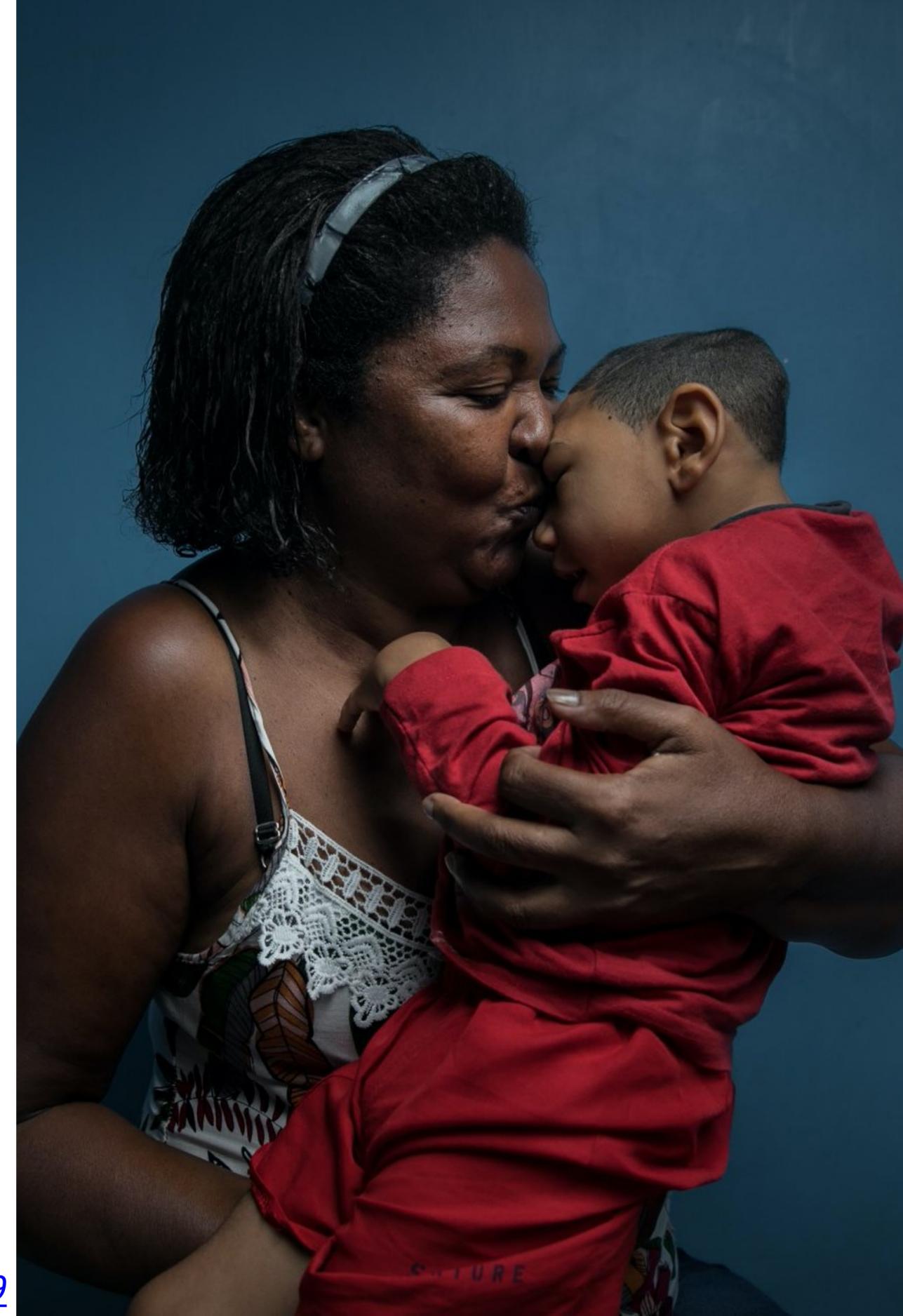


João and Marilene - failed by science?

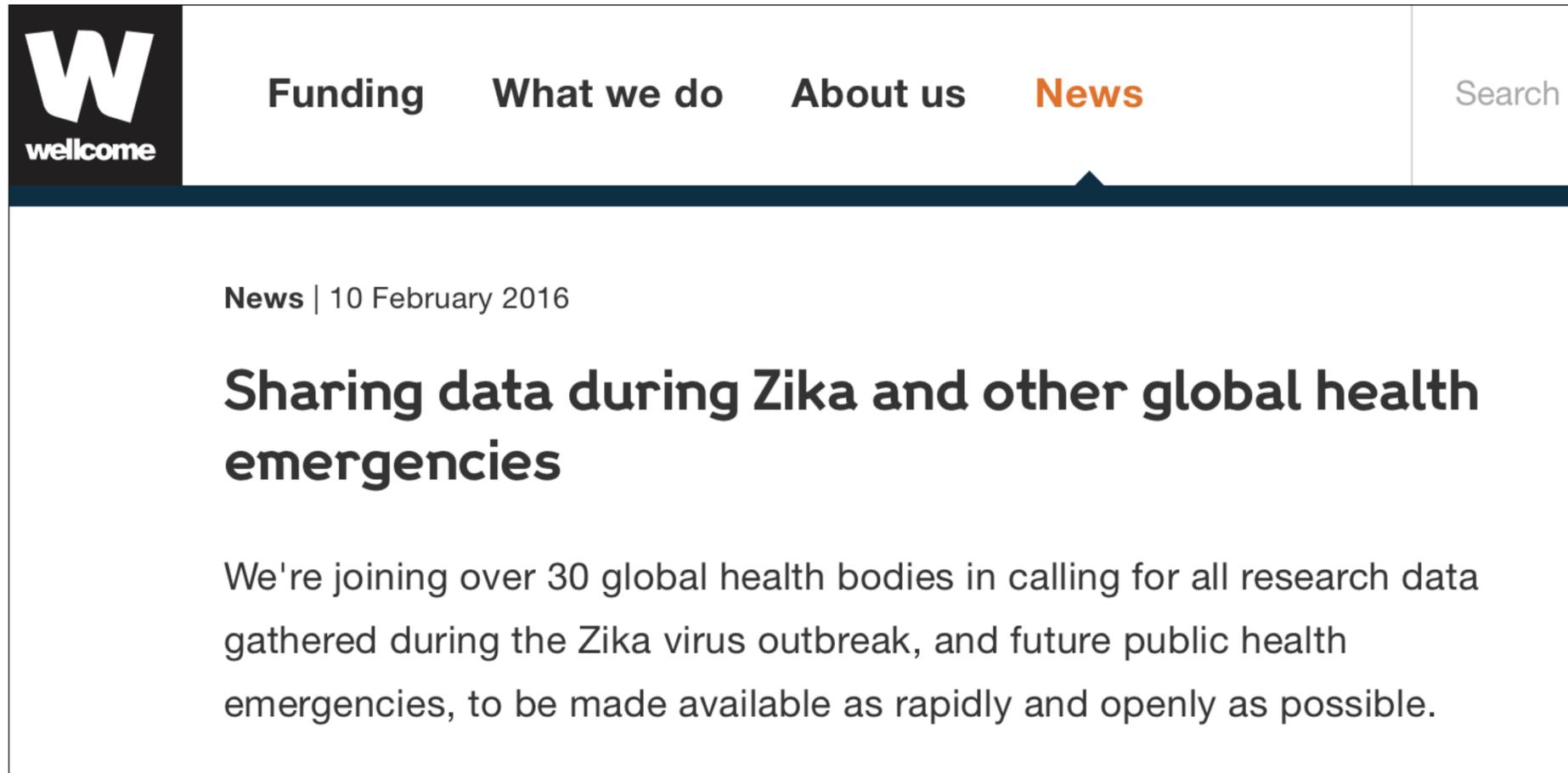
“João was born with microcephaly – he has a smaller head and under-developed brain. This once-rare condition is becoming more common in Brazil because of Zika outbreaks.

He is likely to suffer impaired cognition & motor functions, hyperactivity, seizures and may need lifelong intensive care.

Many families struggle to cope with the needs of children with microcephaly, and more and more are abandoned – including João. He was later adopted by Marilene and given a loving home.”



We have allowed scholarly publishing to come into opposition to the public interest

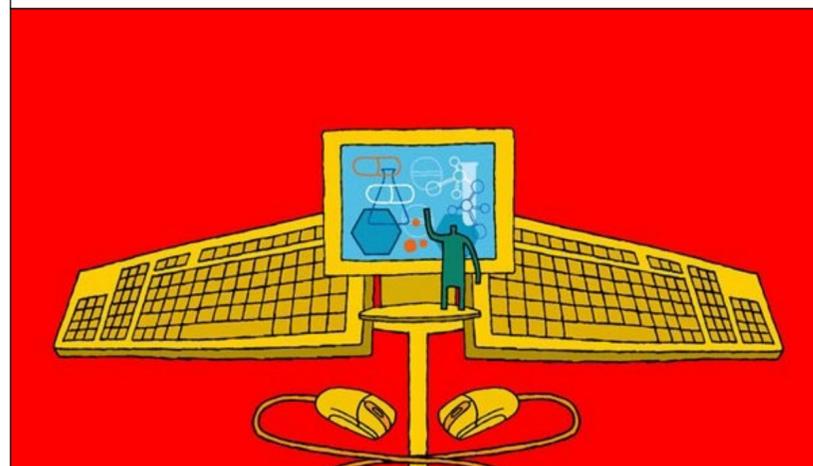


The screenshot shows the Wellcome website's news section. At the top left is the Wellcome logo. The navigation menu includes 'Funding', 'What we do', 'About us', and 'News' (which is highlighted). A search bar is located on the right. The main content area features a news item dated '10 February 2016' with the title 'Sharing data during Zika and other global health emergencies'. The text below the title reads: 'We're joining over 30 global health bodies in calling for all research data gathered during the Zika virus outbreak, and future public health emergencies, to be made available as rapidly and openly as possible.'



The screenshot shows a snippet from the Science magazine 'Occam's corner' section. The article title is 'Zika virus initiative reveals deeper malady in scientific publishing' by Stephen Curry. A summary text in an orange box states: 'Moves to speed up the release of Zika virus research in response to the public health crisis highlight a systemic failure in scientific publishing. Help could be at hand at the ASAPbio meeting today in the USA'. Below the text, there is a 'Contact author' section with a Twitter handle '@Stephen_Curry' and a date: 'Tuesday 16 February 2016 11.54 GMT'. A small image of a person in a lab coat is partially visible on the right.

“our research ecosystem provides no incentives for publishing reliably, rapidly or openly – all features that one might hope to see in a system that works effectively. Despite a decade or more of talk about open access, [...] we are still mired in technical and cultural debates that – to our shame – remain largely internal to the ivory tower.”



We need to **evaluate** research and researchers but what are our **values**?

 **Erick Turner** @eturnermd1 Follow

Insel: 'I spent 13 yrs at NIMH really pushing on the neuroscience and genetics of mental disorders & when I look back on that I realise that while I think I succeeded at getting lots of really cool papers published by cool scientists at fairly large costs – I think \$20 billion...

Psychreg @psychreg
We Should Cure the Ills of Society to Combat the Depression Epidemic
psychreg.org/depression-epi... @HengartnerMP

10:05 PM - 19 May 2019

27 Retweets 57 Likes

4 27 57



<https://youtu.be/PeZ-U0pj9LI>

 **Erick Turner** @eturnermd1 · May 19

... – I don't think we moved the needle in reducing suicide, reducing hospitalisations, improving recovery for the tens of millions of people who have mental illness.'

Market value in academia

Evaluation based on journal metrics reduces productivity

- JIF chase slows publication
- positive bias in the literature (no place for sharing negative results)

Metric-driven **hyper-competition** in which only the **result** matters:

- incentivises fraud
- undermines reliability & public trust
- devalues other important academic activities – and academics

The Times Higher Education World University Rankings
World University Rankings 2013-2014

1	California Institute of Technology (Caltech)	United States	94.9
2	Harvard University	United States	93.9
2	University of Oxford	United Kingdom	93.9
4	Stanford University	United States	93.8
5	Massachusetts Institute of Technology (MIT)	United States	93.0
6	Princeton University	United States	92.7
7	University of Cambridge	United Kingdom	92.3
8	University of California, Berkeley	United States	89.8
9	University of Chicago	United States	87.8
10	Imperial College London	United Kingdom	87.5
11	Yale University	United States	87.4

Rank	Full Journal Title	Total Cites	Journal Impact
1	CA-A CANCER JOURNAL FOR CLINICIANS	28,839	244.585
2	NEW ENGLAND JOURNAL OF MEDICINE	332,830	79.258
3	LANCET	233,269	53.254
4	CHEMICAL REVIEWS	174,920	52.613
5	Nature Reviews Materials	3,218	51.941
6	NATURE REVIEWS DRUG DISCOVERY	31,312	50.167
7	JAMA-JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION	148,774	47.661
8	Nature Energy	5,072	46.859
9	NATURE REVIEWS CANCER	50,407	42.784
10	NATURE REVIEWS IMMUNOLOGY	39,215	41.982
11	NATURE	710,766	41.577
12	NATURE REVIEWS GENETICS	25,680	41.165

Market effects on culture

Exploring the epistemic impacts of academic performance indicators in the life sciences

Ruth Müller,¹ and Sarah de Rijcke²

¹Munich Center for Technology in Society (MCTS) & School of Life Sciences Weihenstephan, Technical University of Munich, Augustenstraße 46, München, 80333, Germany and ²Centre for Science and Technology Studies (CWTS), Faculty of Social Sciences, Leiden University, Wassenaarseweg 62A, Leiden, AL, 2333, The Netherlands

*Corresponding author. Email: s.de.rijcke@cwts.leidenuniv.nl.

The authors wish it to be known that they should be regarded as joint first authors of this article.

Abstract

While quantitative performance indicators are widely used by organizations and individuals for evaluative purposes, little is known about their impacts on the epistemic processes of academic knowledge production. In this article we bring together three qualitative research projects undertaken in the Netherlands and Austria to contribute to filling this gap. The projects explored the role of performance metrics in the life sciences, and the interactions between institutional and disciplinary cultures of evaluating research in these fields. Our analytic perspective is focused on understanding how researchers themselves give value to research, and in how far these practices are related to performance metrics. The article zooms in on three key moments in research processes to show how 'thinking with indicators' is becoming a central aspect of research activities themselves: (1) the planning and conception of research projects, (2) the social organization of re-

search processes
strate how the v
potential to yield
and values relat
practices of kno
originality, long
attention or bec
this trend to be
and responsible

practices of knowledge production. Other norms and criteria for scientific quality, e.g. epistemic originality, long-term scientific progress, societal relevance, and social responsibility, receive less attention or become redefined through their relations to quantitative indicators. We understand this trend to be in tension with policy goals that seek to encourage innovative, societally relevant, and responsible research.

"Our people know how to get the Nature papers..."

Faculty Dean (University of X)

"I'm really excited. We just had a big paper in Cell... !"

Postdoc (University of Y)

How do we talk about what we *value*?

“We need to begin to tell stories that frame politics around genuine appreciation and social recognition for contributions to the common life and to collective well-being that go beyond how the market rewards you and how the market defines the **value** of your contribution.”

Michael Sandel
Dec 2018



A New Politics of Hope | Michael Sandel | RSA Replay

14,126 views

268 likes 10 comments

SHARE SAVE

The video player shows a man with grey hair, wearing a dark suit jacket over a light blue striped shirt, speaking. The background is a dark blue wall with a faint, embossed emblem. The video player interface includes a progress bar at 16:08 / 1:03:23, a volume icon, and standard YouTube controls like play, next, and share.

<https://www.youtube.com/watch?v=LCZhA-1n4E>

Shared research values: a proposal



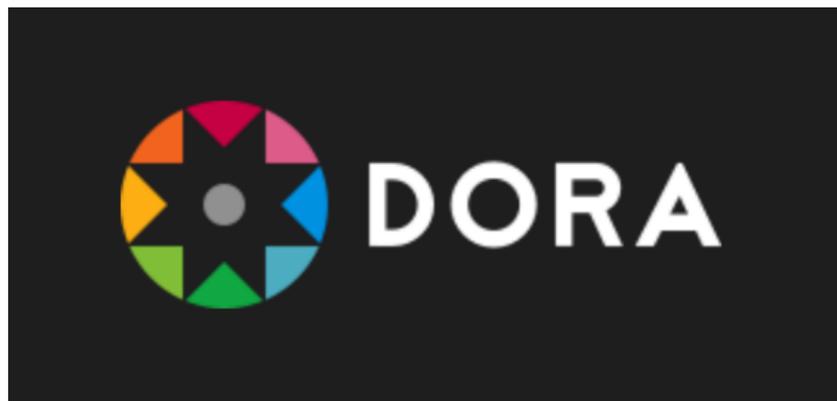
https://en.wikipedia.org/wiki/File:Dr._Sadhna_Joshi_and_Research_Group.jpg

Reliable, rapidly communicated, accessible, high-quality **research** that transforms our understanding of the world and can change it for the better.

Researchers who collaborate, who feel a duty of care to group members & colleagues, and a responsibility to the societies of which they are an integral part.

A **research system** that values the people within it, that cares about their quality of life, and that seeks out the creative vigour of diversity.

How do we realise this in practice?



Practicalities: we need to talk about how *open* science can be *better* science

Preprints: faster communication

Focus on the content, not the container (journal)

Encourages **open peer review**

OA generally: Worldwide audience (sharing + scrutiny = reliability)

Data sharing: re-use & scrutiny benefits (reliability)

Open science is better for changing the world (*e.g.* Zika crisis, new coronavirus)

Peer review and scientific publishing
Occam's corner

Peer review, preprints and the speed of science

Peer review is often claimed to be the guarantor of the trustworthiness of scientific papers, but it is a troubled process. Preprints offer a way out

Stephen Curry
@Stephen_Curry

Monday 7 September 2015 11.00 BST

Shares Comments

Science
Occam's corner

Zika virus initiative reveals demerit in scientific publishing

Stephen Curry

Moves to speed up the release of Zika virus research in response to health crisis highlight a systemic failure in scientific publishing at the ASAPbio meeting today in the USA

Contact author
@Stephen_Curry

Tuesday 16 February 2016 11.54 GMT

Shares 539 Comments 4

Save for later

Too far behind a screen - Zika scientists are set to benefit from the rapid release of research. Photograph: Victor Moriyama/Getty Images

In response to the rapid spread of Zika virus across Central and South America, the World Health Organisation, a consortium of research funders, publishers have committed to sharing data and results released as rapidly and openly as possible."

Nick Loman @pathogenomenick

It's out!

Andrew Rambaut @arambaut · 2d
Genome sequence of the new coronavirus associated with a pneumonia cluster in Wuhan, China: virological.org/t/initial-geno...
Show this thread

09:02 · 11/01/2020 · Twitter for iPhone

13 Retweets 49 Likes

Ewan Birney @ewanbirney · 2d
Replying to @pathogenomenick and @JasonWilliamsNY
How close is it to SARS?
3 4

Xiaowei Jiang @john_jxw · 2d
Here: twitter.com/john_jxw/statu...
Xiaowei Jiang @john_jxw · 2d
Crap, a quick blast search suggests the Wuhan coronavirus looks like a Bat SARS-like coronavirus with 89.12% identity and 82.34% identity to a SARS coronavirus. @MackayIM @FluTrackers
Show this thread

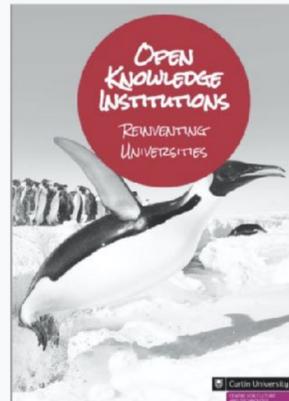
U.S. National Library of Medicine
BLAST - results for RID-1/F1MAJY034

Job Title	Job ID	Program	Database
WH-Human_1[China]2019-Dec	J1E1MAN018	BLASTN	nt

Open access and open research highlight important questions

The Curtin Open Knowledge Initiative (COKI)

Universities exist to support the creation and transfer of knowledge. Efforts by universities to enable open knowledge have the potential to broaden the impact of higher education and research institutions. Our team is exploring the mechanisms that will allow universities to work more effectively with local and global communities in the production of knowledge; as well as those that support its uptake and application both within and beyond academia.



Open Knowledge Institutions book cover



- Academic freedom vs. democratic responsibility?
- Who gets to decide what research questions to prioritise?
 - How open should the academy be for public scrutiny and involvement (e.g. patient groups, environmental action)?
 - Is the academy properly representative of the society it claims to serve (equality, diversity & inclusion)?

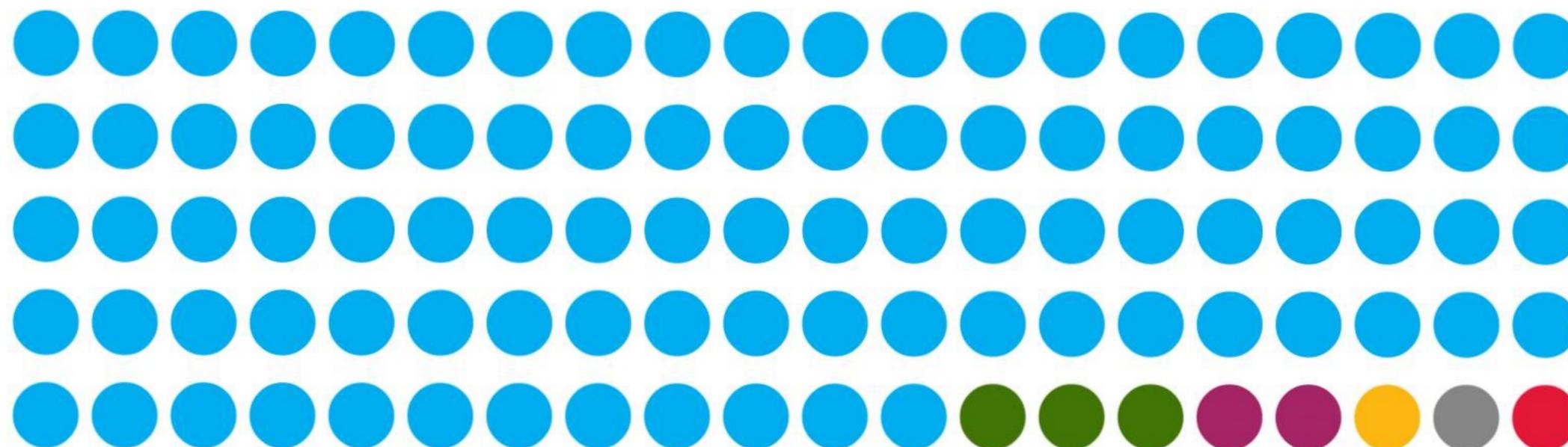
<https://ccat.curtin.edu.au/programs/innovation-knowledge-communication/curtin-open-knowledge-initiative-coki/>

UK PROFESSORS BY GENDER



8: UK professors by gender, 2016-17

UK PROFESSORS BY ETHNIC GROUP



UK census (2011)

White	87.2%
Asian	6.2%
Chinese	0.7%
Other	0.9%
Mixed	2.0%
Black	3.0%

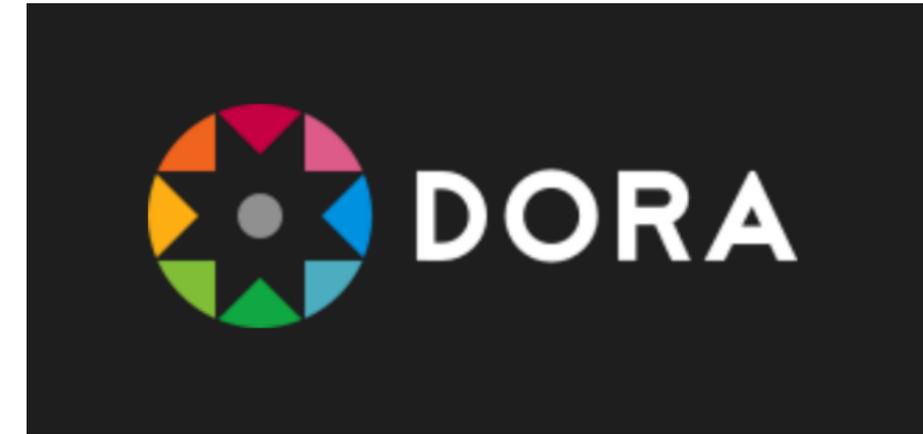
White 92.0% **Asian** 3.2% **Chinese** 1.9% **Other** 1.3% **Mixed** 1.0% **Black** 0.6%

8: UK professors by ethnic group, 2015-16

Practicalities: DORA – the declaration

One general recommendation:

Do not use journal-based metrics, such as Journal Impact Factors, as a **surrogate measure** of the quality of individual research articles, to assess an individual scientist's contributions, or in hiring, promotion, or funding decisions.



17 positive recommendations for different stakeholders:

- funders
- **institutions**
- publishers
- data providers
- researchers

For institutions:

4. **Be explicit** about the criteria used to reach hiring, tenure, and promotion decisions, clearly highlighting, especially for early-stage investigators, that the **scientific content of a paper is much more important than publication metrics** or the identity of the journal in which it was published.

5. For the purposes of research assessment, **consider** the value and impact of **all research outputs** (including datasets and software) in addition to research publications, and **consider a broad range of impact measures** including qualitative indicators of research impact, such as influence on policy and practice.

Practicalities: DORA – the *campaign*

San Francisco Declaration on Research Assessment

- sfdora.org
- 6 years old; >15,000 individuals and >1,800 organisations have signed
- 2017 onwards: significant new financial support; 1.2 members of staff
- International steering group; a global advisory board (all volunteers)
- Roadmap for action:
 - Recruit more signatories
 - Develop and promote best practice in research assessment
 - Extend the global and disciplinary impact of DORA



Change is coming...

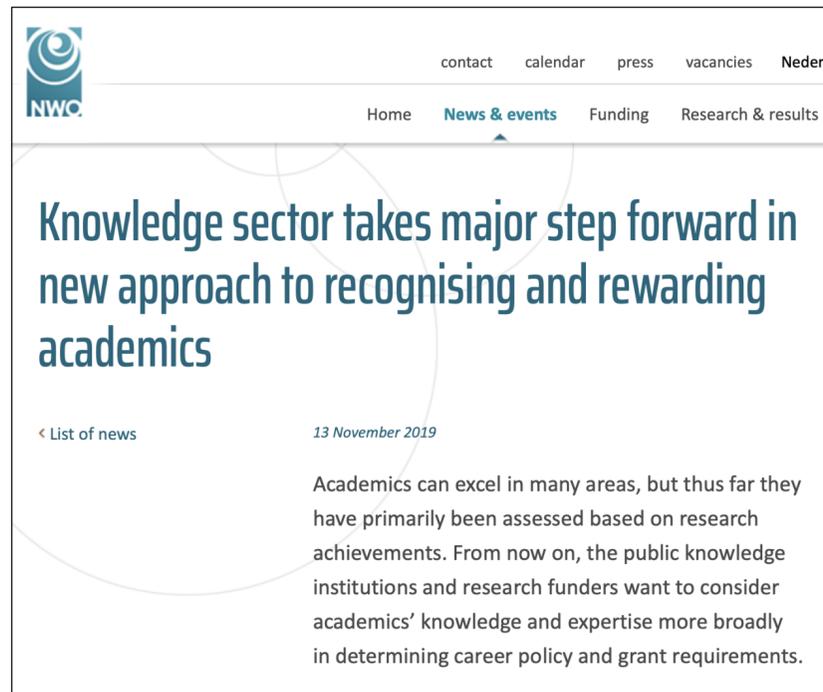
Researcher assessment at UMC Utrecht

1. Research, publications, grants
2. Managerial & academic duties
3. Mentoring & teaching
4. Clinical work (if applicable)
5. Entrepreneurship & community outreach

Charité University Hospital, Berlin

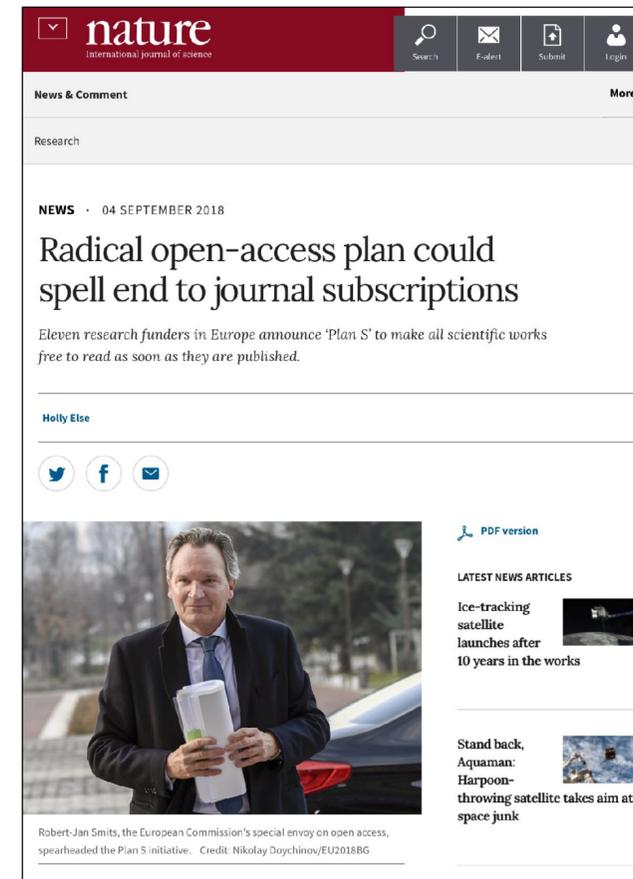
- Scientific contribution to your field
- Your 5 most important papers
- Contribution to open science
- Your most important collaborations

Reform in the Netherlands (13 Nov 2019)



The screenshot shows the NWO website with a news article titled "Knowledge sector takes major step forward in new approach to recognising and rewarding academics". The article is dated 13 November 2019. The text of the article states: "Academics can excel in many areas, but thus far they have primarily been assessed based on research achievements. From now on, the public knowledge institutions and research funders want to consider academics' knowledge and expertise more broadly in determining career policy and grant requirements."

<https://www.nwo.nl/en/news-and-events/news/2019/11/knowledge-sector-sector-takes-major-step-forward-in-new-approach-to-recognising-and-rewarding-academics.html>



The screenshot shows the Nature journal website with a news article titled "Radical open-access plan could spell end to journal subscriptions". The article is dated 04 SEPTEMBER 2018. The text of the article states: "Eleven research funders in Europe announce 'Plan S' to make all scientific works free to read as soon as they are published." The article is by Holly Elise. There are social media sharing icons for Twitter, Facebook, and Email. A PDF version link is also present. Below the article, there are "LATEST NEWS ARTICLES" including "Ice-tracking satellite launches after 10 years in the works" and "Stand back, Aquaman: Harpoon-throwing satellite takes aim at space junk".

<https://www.scienceeurope.org/coalition-s/>

“We also understand that researchers may be driven to do so by a misdirected reward system which puts emphasis on the wrong indicators (e.g. journal impact factor). **We therefore commit to fundamentally revise the incentive and reward system of science**, using the San Francisco Declaration on Research Assessment (DORA) as a starting point.

<http://www.nature.com/news/fewer-numbers-better-science-1.20858>



Fewer numbers, better science

Scientific quality is hard to define, and numbers are easy to look at. But bibliometrics are warping science — encouraging quantity over quality. Leaders at two research institutions describe how they do things differently.

<https://www.nature.com/articles/d41586-018-06178-7>

DORA wants to collaborate

Royal Society - Resumé for Researchers



THE ROYAL SOCIETY Venue

Home Fellows Events Grants, Schemes & Awards Topics & policy Journals

Résumé for Researchers

Opening up conversations about researcher evaluation

Résumé for Researchers has been created to support the evaluation of individuals' varied contributions to research. Find out more about the background to the tool [in our blog](#).

Module 1 – How have you contributed to the generation of knowledge?

This module can be used to explain how you have contributed to the generation of new ideas and hypotheses and which key skills you have used to develop ideas and test hypotheses. It can be used to highlight how you have communicated on your ideas and research results, both written and verbally, the funding you have won and any awards that you have received. It can include a small selection of outputs, with a description of why they are of particular relevance and why they are considered in the context of knowledge generation. Outputs can include open data sets, software, publications, commercial, entrepreneurial or industrial products, clinical practice developments, educational products, policy publications, evidence synthesis pieces and conference publications that you have generated. Where outputs have a DOI please only include this.

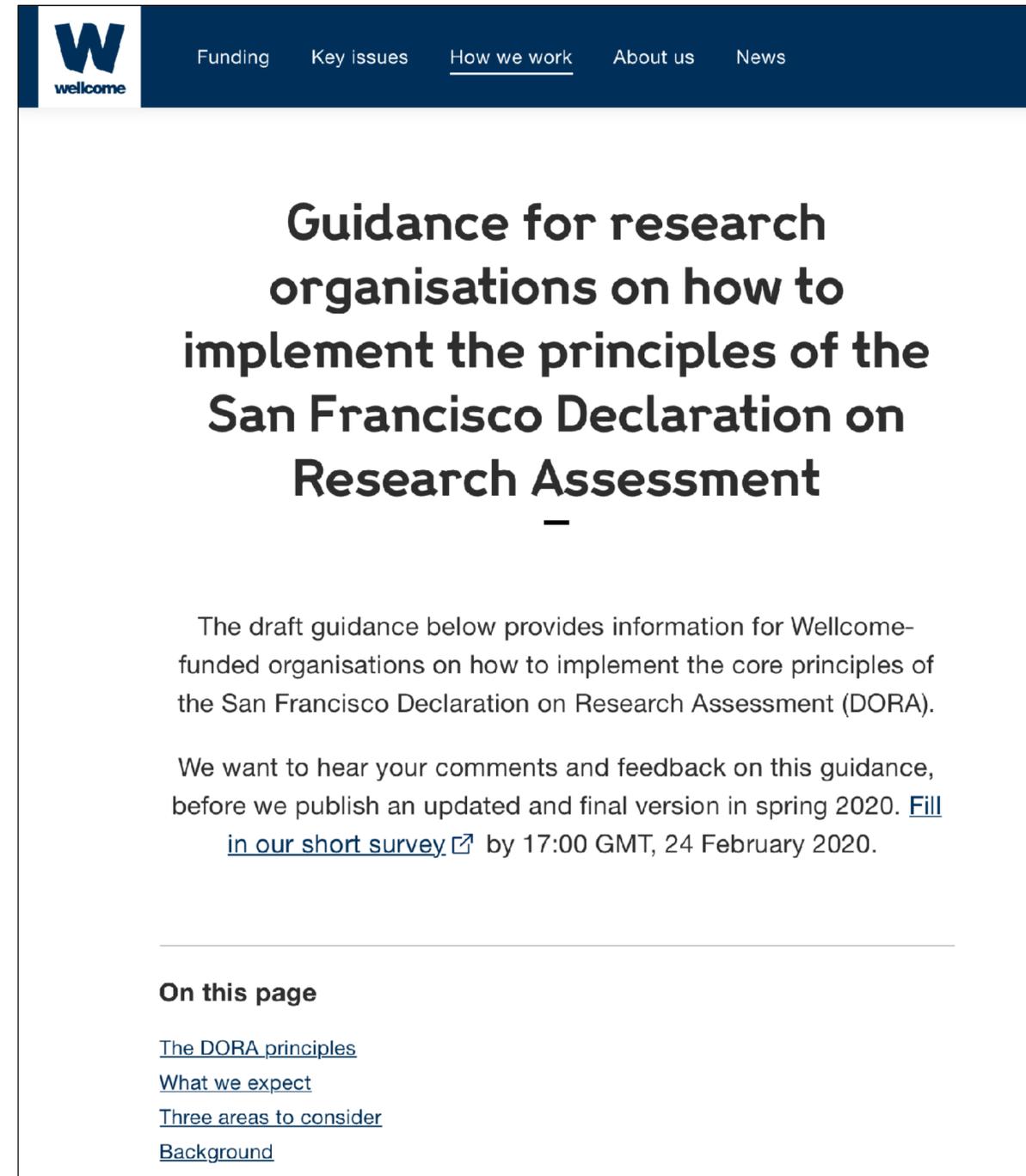
Module 2 - How have you contributed to the development of individuals?

Module 3 - How have you contributed to the wider research community?

Module 4 - How have you contributed to broader society?

<https://royalsociety.org/topics-policy/projects/research-culture/tools-for-support/resume-for-researchers/>

Welcome Trust – implementing DORA principles



W Funding Key issues How we work About us News
wellcome

Guidance for research organisations on how to implement the principles of the San Francisco Declaration on Research Assessment

The draft guidance below provides information for Wellcome-funded organisations on how to implement the core principles of the San Francisco Declaration on Research Assessment (DORA).

We want to hear your comments and feedback on this guidance, before we publish an updated and final version in spring 2020. [Fill in our short survey](#) [↗](#) by 17:00 GMT, 24 February 2020.

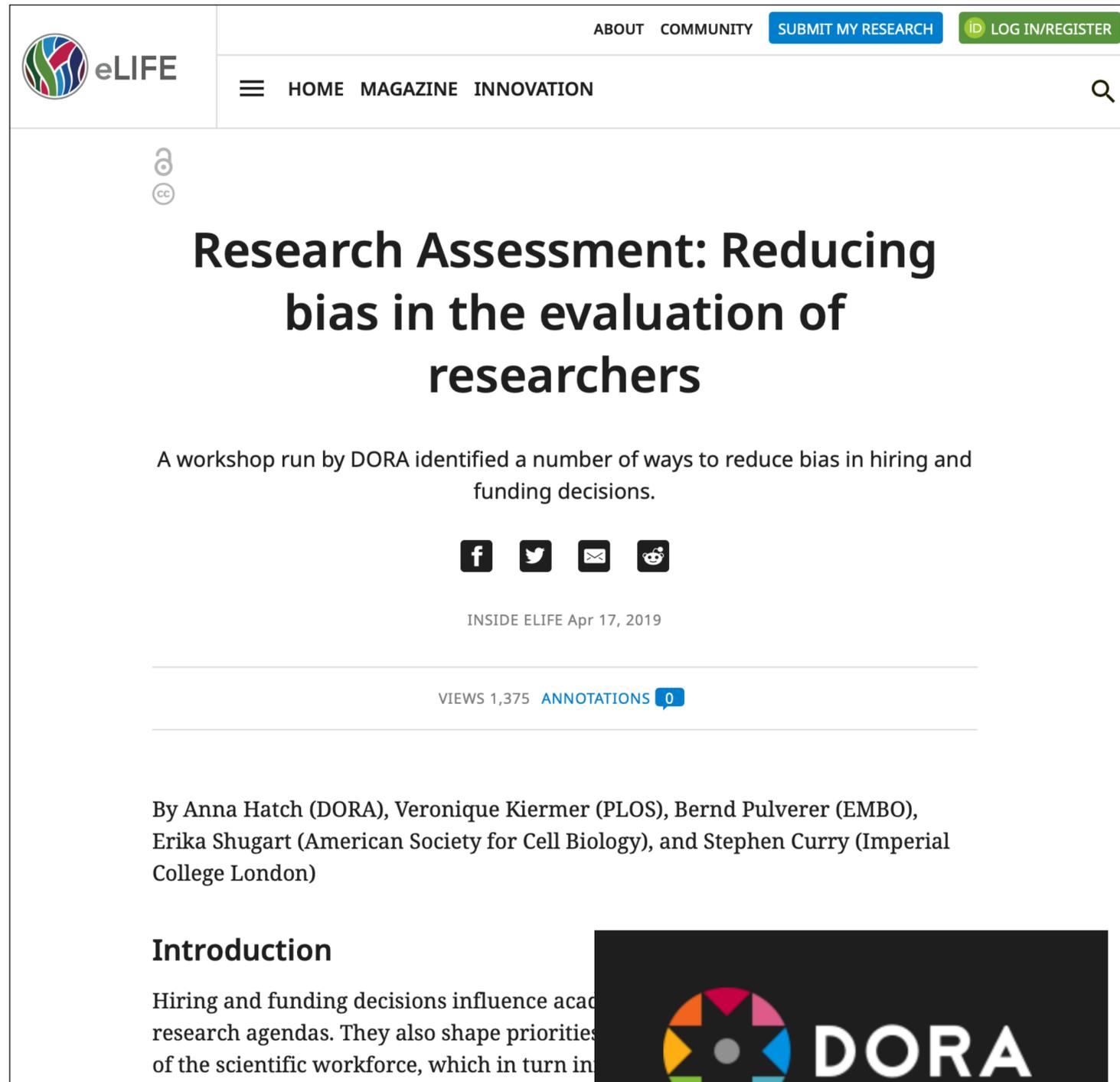
On this page

- [The DORA principles](#)
- [What we expect](#)
- [Three areas to consider](#)
- [Background](#)

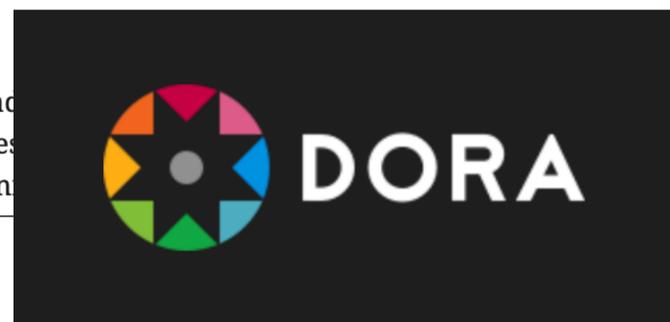
<https://wellcome.ac.uk/how-we-work/open-research/guidance-research-organisations-how-implement-dora-principles>

DORA: building and promoting new tools and processes for evaluation

DORA session at ASCB|EMBO (Dec 2018)



The screenshot shows the eLIFE website interface. At the top, there are navigation links for 'ABOUT', 'COMMUNITY', 'SUBMIT MY RESEARCH', and 'LOG IN/REGISTER'. Below this is a menu with 'HOME', 'MAGAZINE', and 'INNOVATION'. The main content area features the article title 'Research Assessment: Reducing bias in the evaluation of researchers' in large, bold black text. Below the title is a sub-headline: 'A workshop run by DORA identified a number of ways to reduce bias in hiring and funding decisions.' There are social media icons for Facebook, Twitter, Email, and Reddit. Below these are the dates 'INSIDE ELIFE Apr 17, 2019' and statistics 'VIEWS 1,375' and 'ANNOTATIONS 0'. At the bottom, the authors are listed: 'By Anna Hatch (DORA), Veronique Kiermer (PLOS), Bernd Pulverer (EMBO), Erika Shugart (American Society for Cell Biology), and Stephen Curry (Imperial College London)'. The word 'Introduction' is visible at the bottom left of the article content.

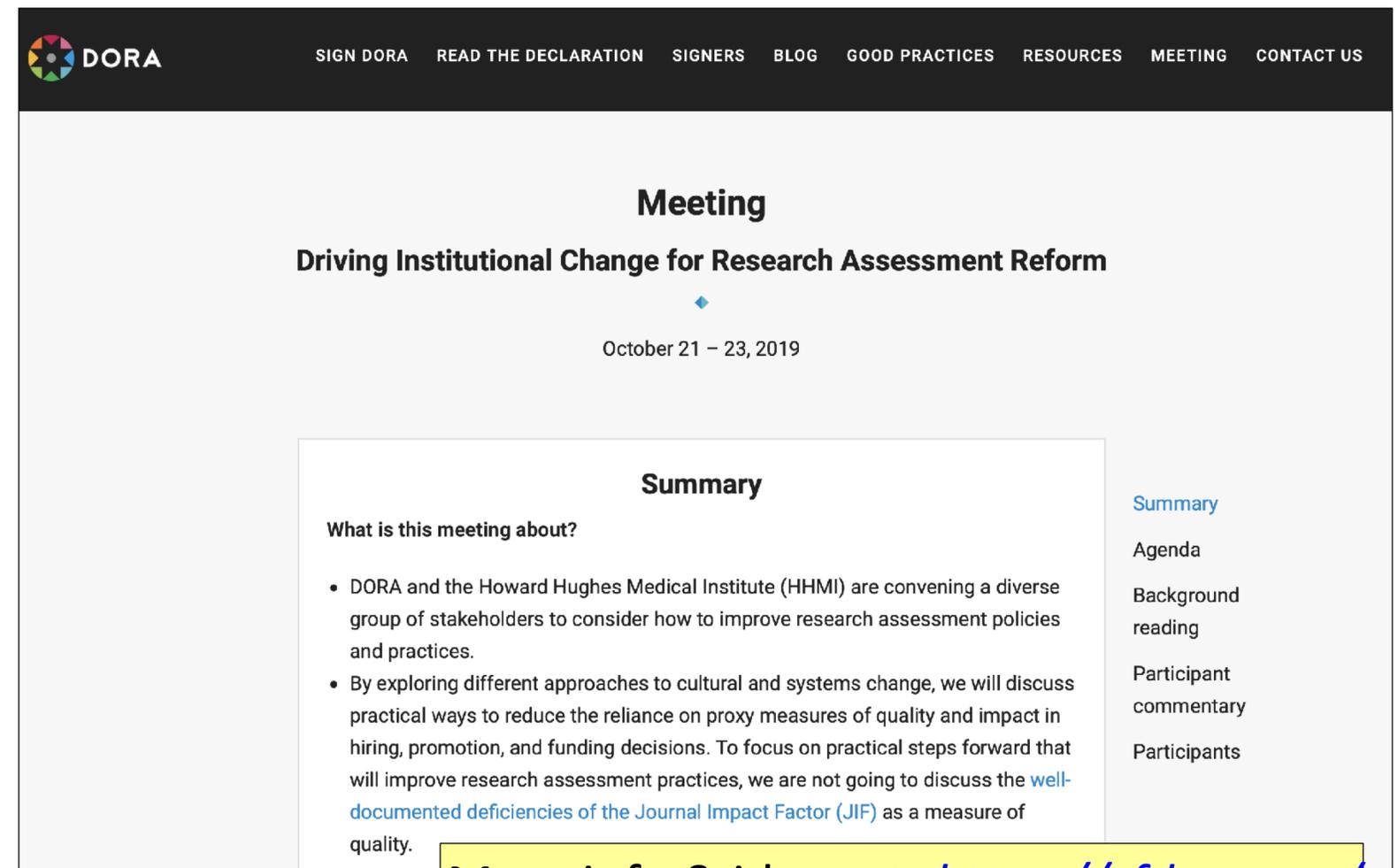


DORA session at AAAS (Feb 2019)



The screenshot shows the AAAS Annual Meeting website. The top banner features the text 'SCIENCE TRANSCENDING BOUNDARIES' and 'AAAS ANNUAL MEETING Washington, DC | Feb 14-17, 2019'. Below the banner is a navigation menu with 'REGISTRATION', 'WHAT'S NEW', 'PROGRAM', 'E-POSTERS', 'ATTEND', and 'SPONSORS & EXHIBITS'. A secondary menu below that includes 'HOME', 'SCIENTIFIC SESSION', and a search icon. The main content area displays the title 'Academic Research Assessment: Reducing Biases in Evaluation'.

DORA/HHMI joint meeting (Oct 2019)



The screenshot shows the DORA website page for the meeting. The top navigation bar includes 'SIGN DORA', 'READ THE DECLARATION', 'SIGNERS', 'BLOG', 'GOOD PRACTICES', 'RESOURCES', 'MEETING', and 'CONTACT US'. The main heading is 'Meeting' followed by 'Driving Institutional Change for Research Assessment Reform'. Below this is the date 'October 21 - 23, 2019'. A 'Summary' section is highlighted, with the sub-heading 'What is this meeting about?'. The summary text reads: 'DORA and the Howard Hughes Medical Institute (HHMI) are convening a diverse group of stakeholders to consider how to improve research assessment policies and practices. By exploring different approaches to cultural and systems change, we will discuss practical ways to reduce the reliance on proxy measures of quality and impact in hiring, promotion, and funding decisions. To focus on practical steps forward that will improve research assessment practices, we are not going to discuss the well-documented deficiencies of the Journal Impact Factor (JIF) as a measure of quality.' To the right of the summary is a vertical list of links: 'Summary', 'Agenda', 'Background reading', 'Participant commentary', and 'Participants'.

More info & ideas at: <https://sfdora.org/>

Tackling the problem of bias in research assessment?

Methodically...

1. Define the nature and scale of problem
2. Understand its root causes – share that understanding convincingly
3. Design and test processes to fix it
 - Education, training
 - Methods for credible, time-efficient assessment of the qualities of research
 - Methods to counter the biases rooted in human psychology and society



eLIFE HOME MAGAZINE INNOV

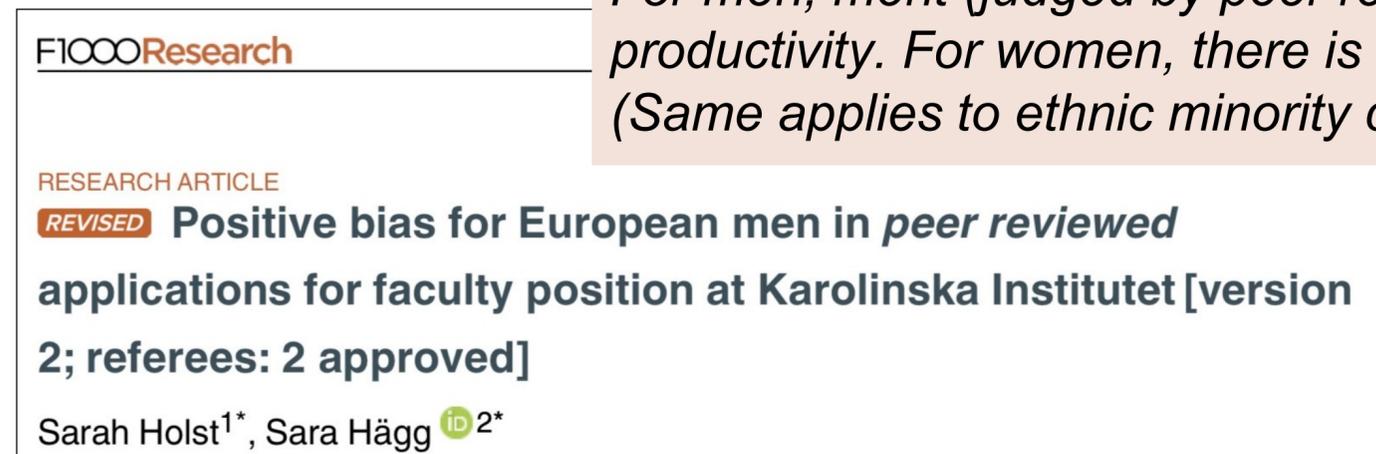
HUMAN BIO

Meta-Research: Gender inequalities among authors who contributed equally

f t e r

Nichole A Broderick, Arturo Casadevall

When there are joint first authors, reflecting equal contributions, men are more likely to be listed first.



F1000Research

RESEARCH ARTICLE

REVISED Positive bias for European men in peer reviewed applications for faculty position at Karolinska Institutet [version 2; referees: 2 approved]

Sarah Holst^{1*}, Sara Hägg^{id 2*}

For men, merit (judged by peer review) is associated with productivity. For women, there is no such association. (Same applies to ethnic minority candidates).



THE LANCET

ARTICLES | VOLUME 393, ISSUE 10171, P531-540, FEBRUARY 09,

Are gender gaps due to evaluations of the applicant or the science? A natural experiment at a national funding agency

Holly O Witteman, PhD, Michael Hendricks, PhD, Prof Sharon Straus, MD, Prof Cara Tannenbaum, MD

Gender gaps in grant funding are attributable to less favourable assessments of women as PIs, not of the quality of their proposed research.

2. Understand the root causes of the problem

**ANNUAL
REVIEWS**

Annual Review of Psychology

Gender Stereotypes

Naomi Ellemers

Faculty of Social Sciences, Utrecht University, 3508 TC Utrecht, Netherlands;
email: N.ellemers@uu.nl

<https://www.annualreviews.org/doi/10.1146/annurev-psych-122216-011719>

 Universiteit Utrecht

[Staff Social and Behavioural Sciences](#)

[Home UU](#) [Home Social and Behavioural Sciences](#) [Staff](#)



prof. dr. Naomi Ellemers

N.Ellemers@uu.nl

Professor

Psychology - [Social, Health and Organizational Psychology](#)

<https://www.uu.nl/staff/NEllemers/0>

“Gender stereotypes affect the way people attend to, interpret, and remember information about themselves and others. ... They reflect general expectations about members of particular social groups.”

“he is smart” (stable attribute); “she did well on the test” (temporary achievement)

he is “outstanding”; she is “hardworking”

he is “assertive, ambitious”; she is “caring, conscientious”

3. Design and test processes to fix it

Stereotyping “leads people to over-emphasize differences between groups and underestimate variations within groups”

- **Training:**

- **Acknowledge** the pervasive nature and impacts of gender stereotyping
- **Accept** that we are all subject to gendered expectations - and that these bias our judgements
- **Educate** people to recognise the implicit effects that gender stereotypes have for themselves and others

- **Process:**

- **Lift the burden** of proof from those who are disadvantaged;
- **Support** employees in reconciling male and female role expectations regarding work and family life

**ANNUAL
REVIEWS**

Annual Review of Psychology

Gender Stereotypes

Naomi Ellemers

Faculty of Social Sciences, Utrecht University, 3508 TC Utrecht, Netherlands;
email: N.ellemers@uu.nl

<https://www.annualreviews.org/doi/10.1146/annurev-psych-122216-011719>

 Universiteit Utrecht

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[Home UU](#) [Home Social and Behavioural Sciences](#) [Staff](#)



prof. dr. Naomi Ellemers

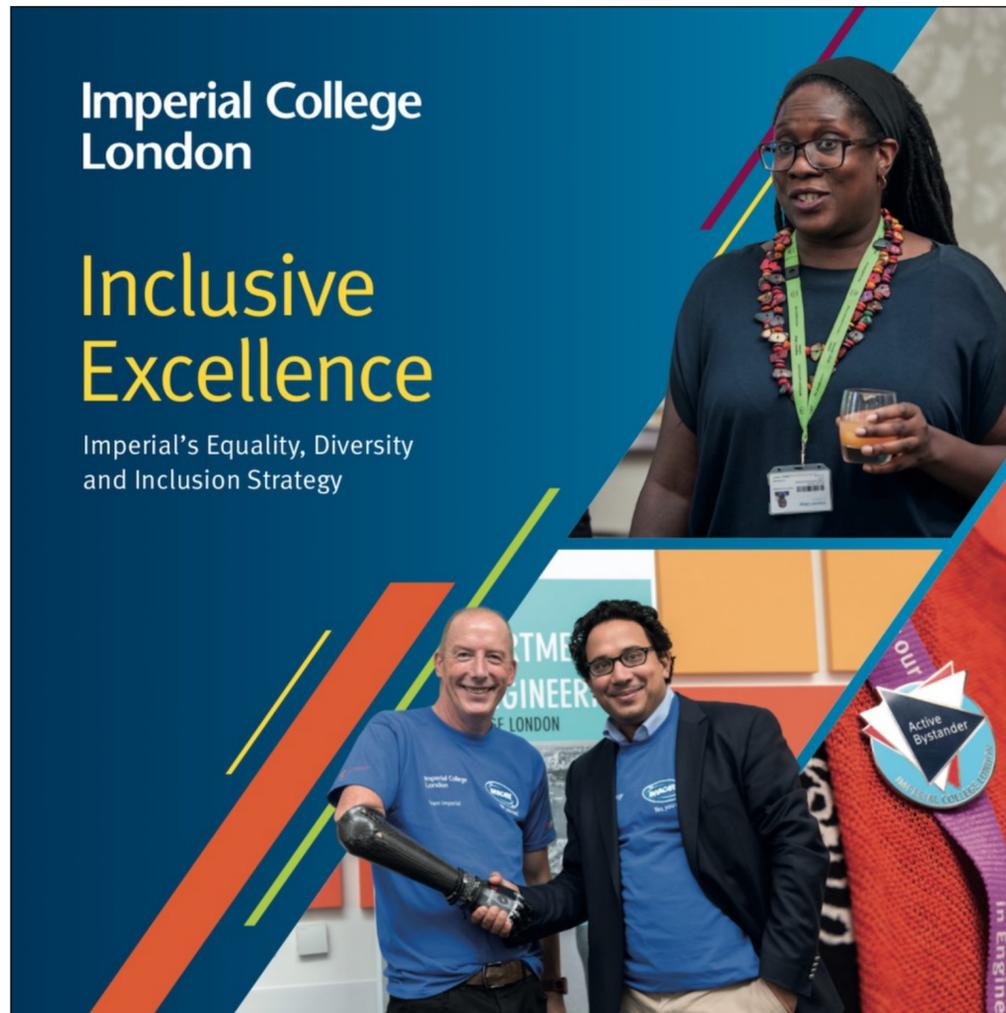
N.Ellemers@uu.nl

Professor

Psychology - Social, Health and Organizational Psychology

<https://www.uu.nl/staff/NEllemers/0>

Why do equality, diversity and inclusion (EDI) matter at Imperial?



<http://www.imperial.ac.uk/equality/governance/strategy/>

- To ensure our **future success** as a university
- To tap into **pools of talent** that have been neglected for too long – diversity is a strength
- to increase the **quality, relevance and world-changing impact** of our research and education
- to improve the well-being and productivity of the people who work and study here by developing a culture that **values everyone**



“The key to understanding the positive influence of diversity is the concept of informational diversity. When people are brought together to solve problems in groups, they bring different information, opinions and perspectives. This makes obvious sense when we talk about diversity of disciplinary backgrounds...”

EDI Strategy commitments – research

Visually-impaired inventor's dream for smart baby buggy made real by students

by *Andrew Youngson, Mr Martin Sayers (Digital Media Producer), Thomas Angus [Photographer]*
24 April 2018



A baby buggy which senses its environment through technology normally used in self-driving cars has been created by a team of student engineers.

It is the brainchild of a sight-impaired west London resident who brought her idea to the attention of Imperial makers at a community event.

Be the first to comment

10 shares

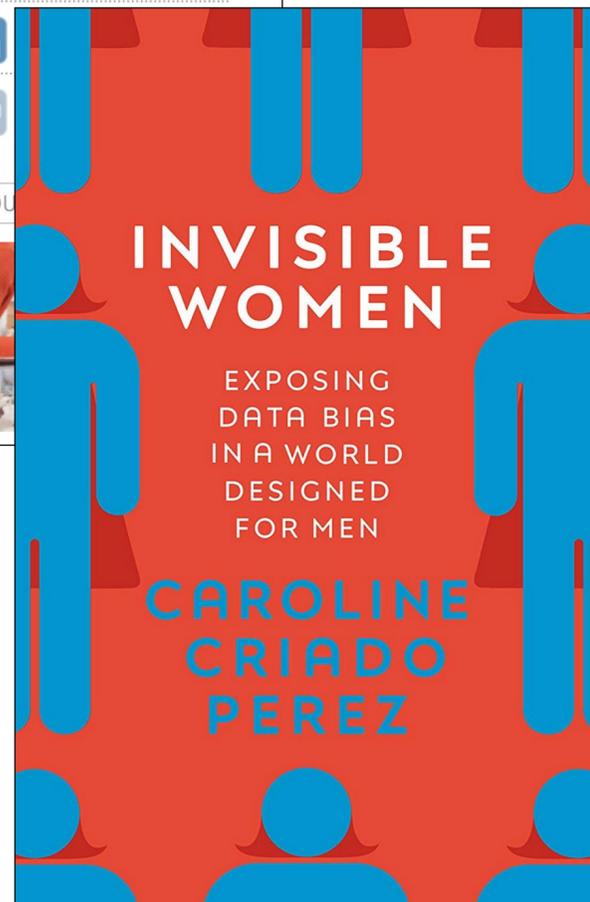
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ABOUT



Incorporate consideration of equality, diversity and inclusion in the design of research projects that have a direct impact on people. While recognising that the choice of research topic has to be freely made by academics and researchers, **we wish to stimulate efforts to align our research with our mission to be inclusive.**

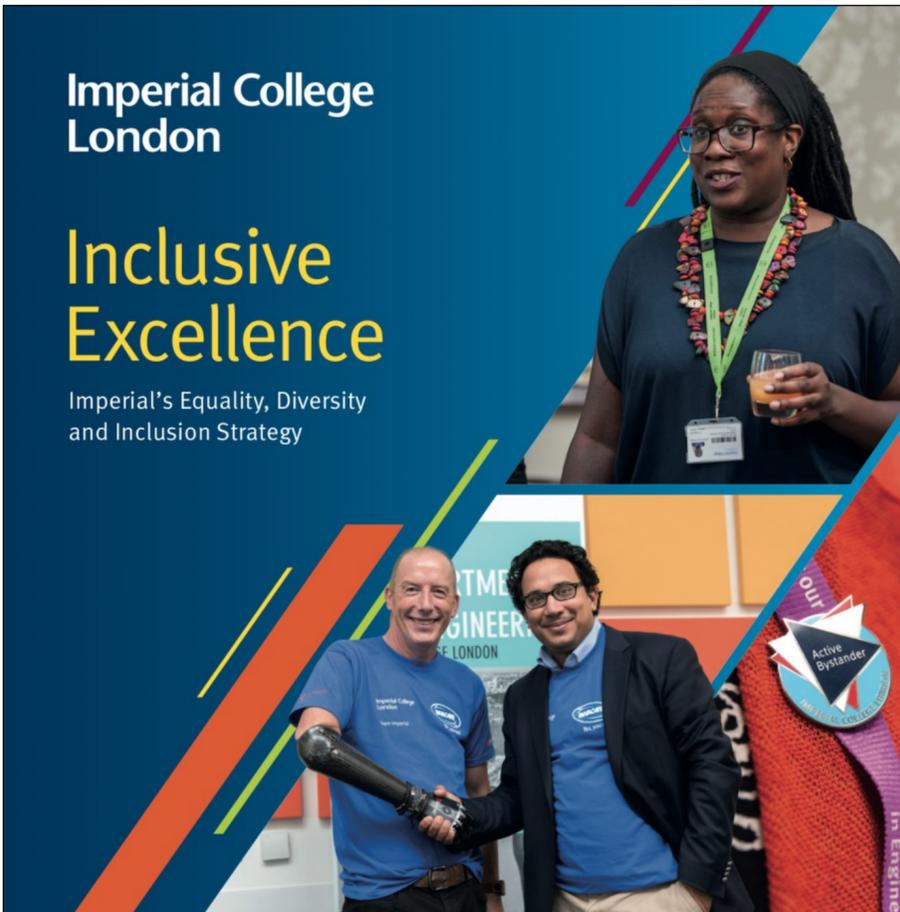
In line with developing best practice, this will ensure that research outputs from Imperial that impact people (e.g. medical treatments, products of engineering or policy work) **address the different needs that arise because of diversity in the population.** This will make our research more relevant and impactful (and aid recruitment of staff & students...)

But we can go even further and look for opportunities to directly address some of **the needs of under-represented groups within Imperial** (e.g. technologies to help disabled people).

EDI strategic aims: what are we committing to?

We will:

- integrate EDI into all management processes
 - engaged leadership; people-management skills; EDI training; mentoring
- integrate EDI into the student experience
- take positive action to improve the opportunities and experiences of under-represented groups
 - Athena SWAN, Race Equality Charter, Stonewall Workplace Equality Index, Disability Confident Leader
- work to eliminate bullying and harassment
- gather and publish data to monitor our progress
- collaborate internally and externally to develop good practice
- be open to dialogue and challenge on our EDI ambitions



<https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities#>

University of Amsterdam • Universitat de Barcelona • University of Cambridge • University of Copenhagen
Trinity College Dublin • University of Edinburgh • University of Freiburg • Université de Genève
Universität Heidelberg • University of Helsinki • Universitat Leiden • KU Leuven
Imperial College London • University College London • Lund University • University of Milan
Ludwig-Maximilians-Universität München • University of Oxford • Sorbonne University
Université Paris-Sud • University of Strasbourg • Utrecht University • University of Zurich

Staff Briefing #206 (April 2019): inclusive leadership and culture

Imperial College
London

Staff Briefing #206



From the Provost

I hope you have enjoyed a well-deserved break over the College closure period. In [the last Staff Briefing](#) before Easter, I talked about how our developing academic strategy will give us a bigger reach and greater capabilities.

Our research, education and engagement ambitions will only be sustainable at a world-leading level if our work culture, values and leadership are appropriate to the task. Therefore, alongside our ongoing discussions about the strategy development at Provost's Board, we have also been considering the impact of these issues on life at the College.

We agreed at Provost's Board that we need to strengthen the support and structures we have in place to more reliably create consistently good leadership and management and a positive culture throughout the organisation. We have created an **action plan** with eight strands of activity, **each led by a member of Provost's Board**:

- ▶ **Values and behaviours** – articulating what constitutes a positive and respectful workplace
- ▶ **Leaders', managers' and supervisors' responsibilities** – ensuring that these are clear
- ▶ **Leadership development** – equipping managers and supervisors with the leadership skills required for their roles
- ▶ **Staff training** – focussing on unconscious bias and active bystander techniques
- ▶ **Mentoring** – developing new approaches to inform and support staff at all levels
- ▶ **Recruitment** – ensuring there are appropriately qualified candidates for all appointments where there is underrepresentation
- ▶ **Senior leadership proactive accountability** – ensuring decision-making considers equality, diversity and inclusion impact and that leaders are visibly involved
- ▶ **Communications and awareness** – keeping the College community updated on progress

The hard bit: actions started in the past 18 months

Equality
 Equality at Imperial | Support for staff | Equality and you | **Achievements** | Staff networks | Contact EDI Centre

Home / Administration and support services / Equality / Achievements / Race Equality Charter

Race Equality Charter

In January 2018 Imperial became a member of the Race Equality

- Athena SWAN
- Disability Confident
- Race Equality Charter**
- Time to Change

Equality, diversity and inclusion
 Support for staff | Support for students | Activities | Accreditations | Staff networks | **Governance** | Contact us

Home / Administration and support services / Equality, diversity and inclusion / Governance / Policies / Conference policy

Conference policy

Conferences, meetings and workshops are important elements of university life

Equality
 Equality at Imperial | Support for staff | Equality and you | Achievements | Staff networks | Contact EDI Centre

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Sexual Harassment Working Group

- Black History Month
- Diverse@Imperial
- EDI Strategy

Organisational and Staff Development
 About us | All Our Courses | **Development options** | Learning and Development Centre | Safety training | Postdoc and Fellows Development Centre | MORE

Home / Administration and support services / Organisational and Staff Development / Development options / Talent Development / Reverse Mentoring

Reverse Mentoring

Through reverse mentoring, we provide information for senior staff

- Planning your development
- Coaching at Imperial
- Talent Development

Equality at Imperial

Home / Administration and support services / Equality / Equality at Imperial / Committees / Sexual Harassment Working Group

Stonewall Action Plan 2018 - 2019

1	Employee policies and benefits	Action
A	Revise policies to make language LGBTQ+ and same-sex inclusive	Ensure all relevant staff policies and webpages have been updated and including shared parental leave, maternity/paternity, Elsie Widdowson, Trans Staff policy and check all HR policies and policy webpages for gendered language
B		Changes have been communicated throughout the College incl. HR/staff networks
C	Implement student transitioning policy	Write, publish and implement the policy and guidance
2	Employee Lifecycle	
A	Improve recruitment and recruitment experience of staff	Define more effective recruitment alternatives and develop the EDI recruitment web presence Work with the College recruitment team to monitor and analyze data, respond to identified issues and monitor attendance on recruitment training including review LGBTQ+ data for applications, short-listing, successful appointments using talentlink
B	Increase EDI content in employee training and enhance the LGBTQ+ awareness provision	Implement pilot of new LGBTQ+ awareness provision for staff and managers and evaluate Update College-wide recruitment skills training with LGBTQ+ examples in e.g. Update the general online E&D course including LGBTQ+ sections

Equality, diversity and inclusion
 Support for staff | Support for students | Activities | Accreditations | Staff networks | **Governance** | Contact us

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Provision of toilet facilities policy

In recognition of the diversity of its community of staff, students and visitors,

Equality, diversity and inclusion
 Support for staff | Support for students | **Activities** | Accreditations | Staff networks | Governance | Contact us

Home / Administration and support services / Equality, diversity and inclusion / Activities / Equality, diversity and inclusion Seed Fund

Equality, diversity and inclusion Seed Fund

The strength and vitality of Imperial is thanks entirely to the people who work and study at the College. Through our [strategy](#) for equality, diversity and inclusion (EDI), we aim to add to that strength and vitality by creating an institution that is fully committed to equality of opportunity, to the enrichment of diversity, and to giving all members of our community a sense of belonging and inclusion.

At an organisation as large as Imperial, there is always the challenge of ensuring that all the parts work together well. We know that different people and groups within the university often have bright ideas about how we can do things better – and we are keen to nurture and support them.

- Equality, diversity and inclusion calendar
- Equality, diversity and inclusion Seed Fund**
- Black History Month
- Diverse@Imperial
- Women@Imperial
- Athena Lecture
- Julia Higgins Medal and Awards
- Inclusion Matters - Assistant Provost's blog



Keep the destination in sight

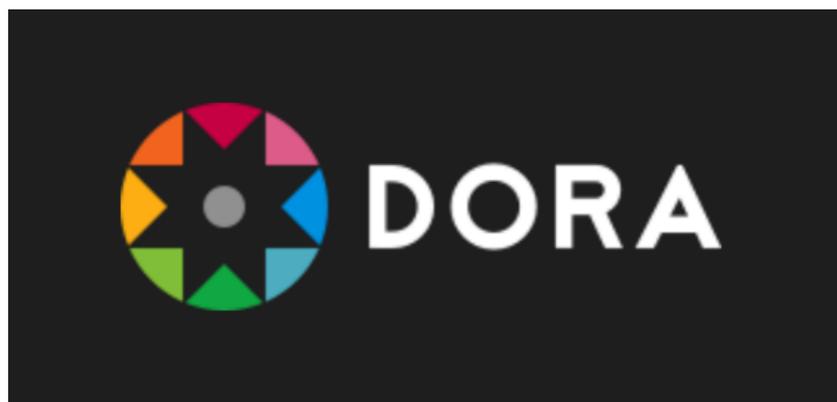


https://en.wikipedia.org/wiki/File:Dr._Sadhna_Joshi_and_Research_Group.jpg

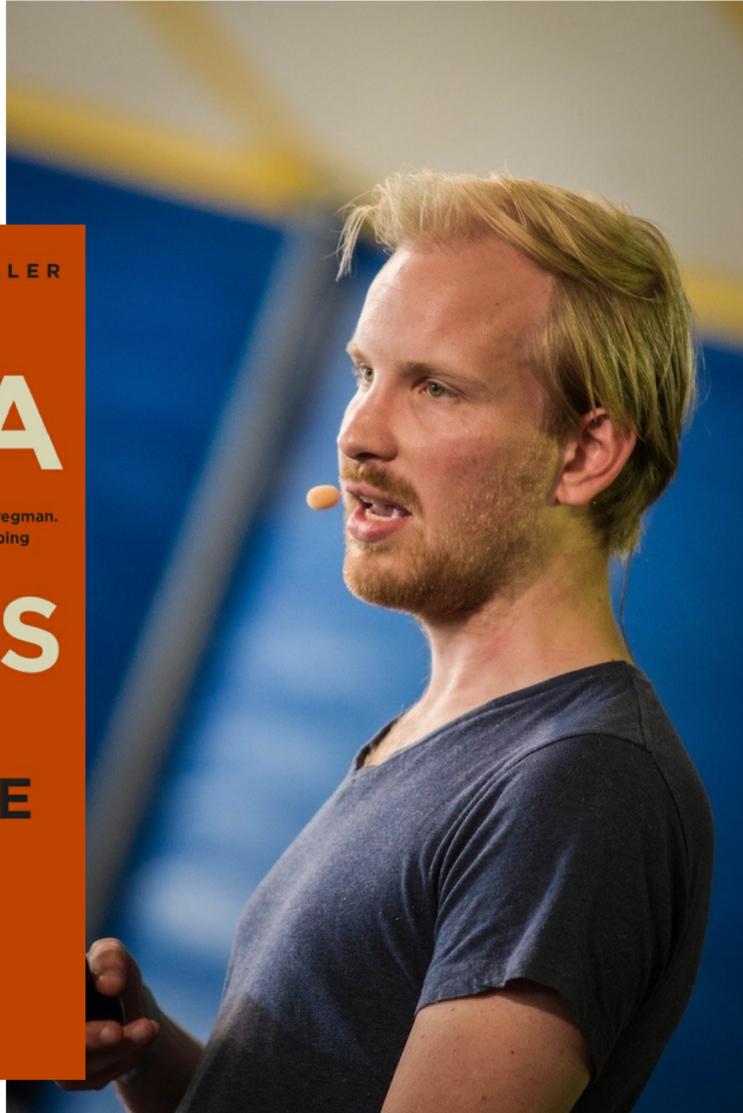
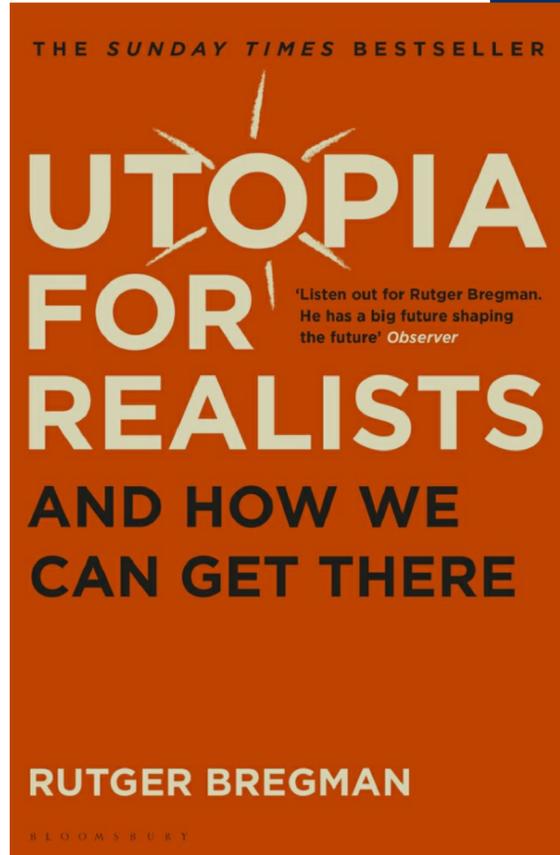
Reliable, rapidly communicated, accessible, high-quality **research** that transforms our understanding of the world and can change it for the better.

Researchers who collaborate, who feel a duty of care to group members & colleagues, and a responsibility to the societies of which they are an integral part.

A **research system** that values the people within it, that cares about their quality of life, and that seeks out the creative vigour of diversity.



How do we get to our utopia?



Plus:
hard work!

“If we want to change the world, we need to be unrealistic, unreasonable, and impossible.”

Rutger Bregman



<http://www.newyorker.com/magazine/2013/07/29/slow-ideas>

“We yearn for frictionless, technological solutions. But people talking to people is still how the world’s standards change.”

Atul Gawande

Thank you

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Imperial College
London