

SUMMARY OF THE SEMINAR 'DIVERSITY, EQUITY AND INCLUSION AT UC3M' (25/03/2021)

On Thursday 25 March 2021, the seminar 'Diversity, equity and inclusion at UC3M' took place from 16.00 hours, the fourth of those organised by the Universidad Carlos III de Madrid within the framework of the actions to promote and communicate tools and actions linked to the **Human Resources Award**.

The meeting began with a greeting from the Vice-Rector for Faculty, Ignacio Aedo, who highlighted the importance of the topics to be addressed in the two round tables scheduled. This was followed by the Deputy Vice-Rector for Teaching Staff, **Montserrat Abad Castelos**, who in her brief presentation on the role of diversity in the framework of the HRS4R strategy at the Carlos III University warned that at the present time and in this area, everything has become a reason for discrimination, which is why she advocated applying a holistic approach to both the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. After posing some questions, such as the suitability of the University to strategically promote the attraction of greater diversity, or the way in which the institution can combat discrimination, and recalling that the defence of diversity is not only a question linked to ethics or human rights, but also to efficiency, Abad Castelos highlighted the importance of equity, a term that gives meaning to diversity and inclusion.

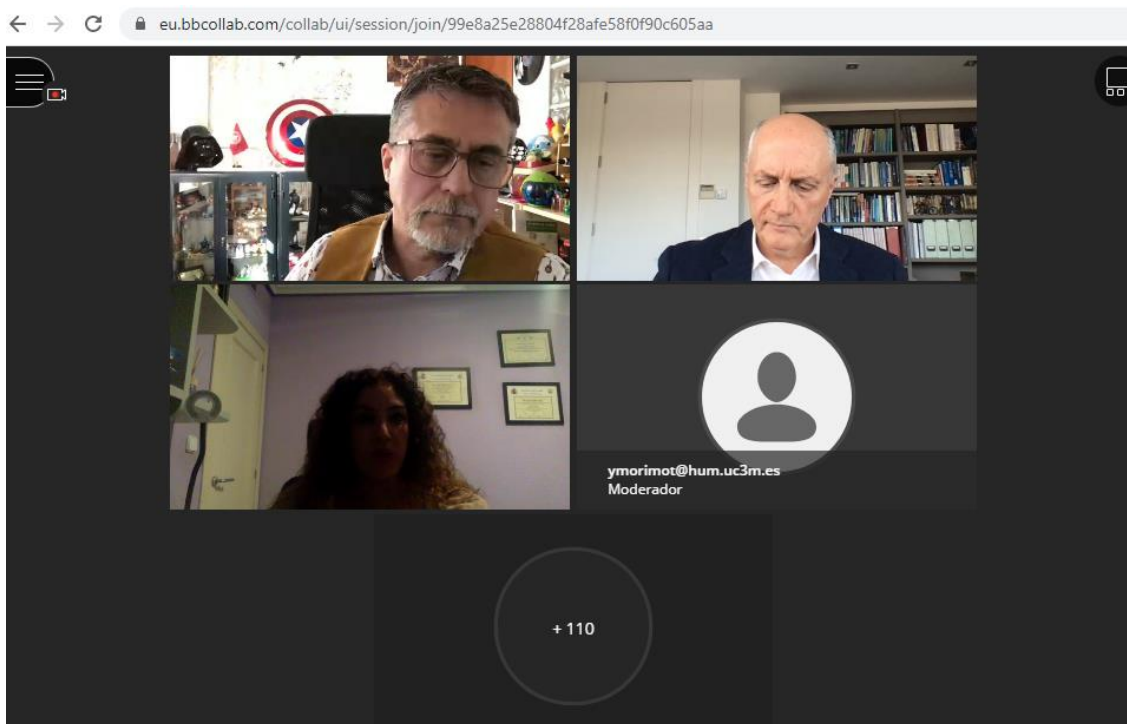
The first discussion panel of the seminar, entitled "Diversity and Ethical Principles: Equality and Non-Discrimination," was moderated by Professor of Applied Economics and Director of the UC3M International School, Álvaro Escribano, who recalled that diversity and openness are two requisites for attracting talent. The first person to speak was Yuko Morimoto, Director of Asian Studies at the International School, Vice-Dean of Student Orientation at the FHCD and Professor of Spanish Language at UC3M, who has been a member of the institution since 2005.



In his speech, Morimoto said that the future is inevitably globalised and diverse. It is therefore necessary for the faculty to represent this diversity because, he added, an environment with these characteristics "avoids what we intellectuals and scientists have to avoid: stagnation". Diversity, he added, guarantees a broader and more flexible perspective, so that institutions that are committed to diversity are more stimulating than homogeneous ones.

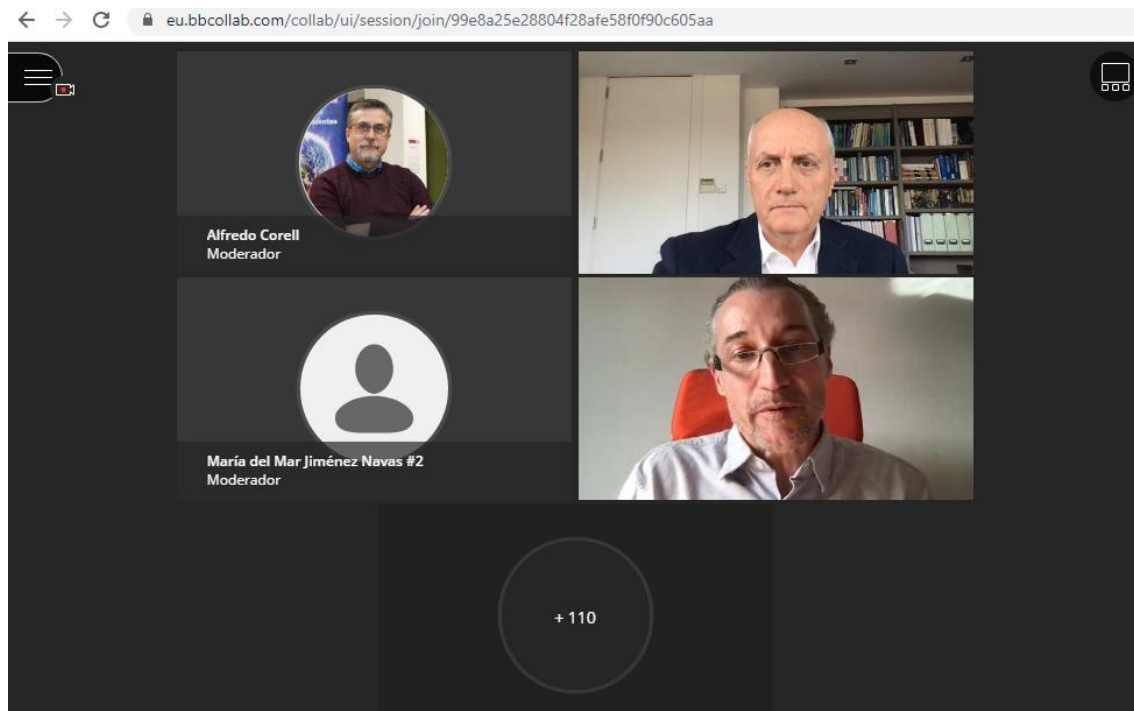
The Vice-Rector for Teaching Innovation and Digital Transformation of the University of Valladolid and Professor of Immunology, Alfredo Corell, focused his speech on the topic 'Identity and sexual orientation as a factor of diversity'. In this context, he recalled that it was in 1990 that the WHO General Assembly eliminated homosexuality from its list of psychiatric illnesses. Along the same lines, he explained that the first inter-university LGBTBI working group was created last year, in 2020, at the request of the universities of Granada and Salamanca, on the basis of a manifesto that was signed by 30 other higher academic institutions. Among the points in the text were the promotion of training not only among the teaching and research staff, but also among the administrative and service staff and students, as well as the implementation of mechanisms to prevent aggression. This initiative is in addition to that of the Association for Affective-Sexual and Gender Diversity in Science, Technology and Innovation PRISMA, created in 2019 and which has very good initiatives, although not very far-reaching, he acknowledged.

In relation to the usefulness of the mechanisms to prevent harassment, Corell acknowledged that in her case, neither those put in place by the university itself nor the police did not work, which is why she advocated the implementation of a regulation that would allow them to be tackled.



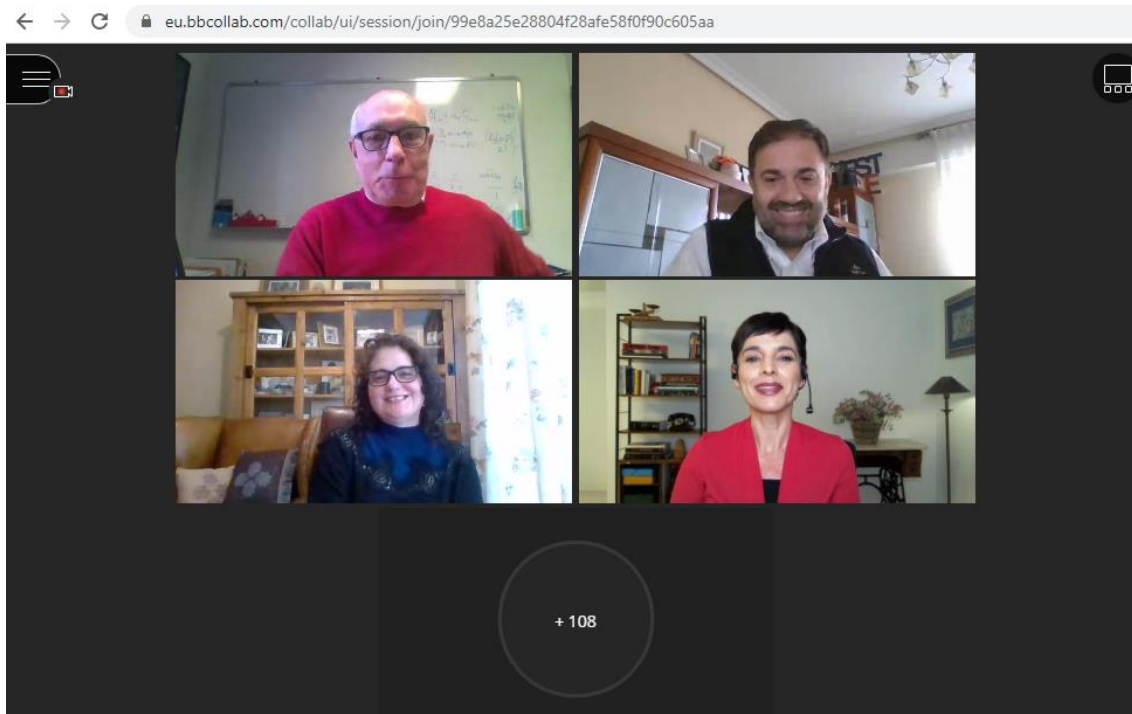
On the other hand, María del Mar Jiménez Navas, Professor of Financial and Tax Law at the University of Seville, the first blind lecturer in the Andalusian university system, shared her personal experience of studying Law and, at the same time, learning to be blind, which was her "second career". After acknowledging that blindness is not an impediment to strictly teaching, she pointed to the major obstacles she encounters when it comes to fulfilling other requirements of the degree, such as stays abroad or the need to publish articles. In the first case, she explained, she has to travel with her guide dog and her knowledge of the environment implies more time and dedication, something similar to what happens with the articles: "When my colleagues have completed two monographs, I am still scanning the documentation for the first one". For this reason, he put on the table the need for the National Agency for Quality Assessment and Accreditation (ANECA) to "adapt, not facilitate, a specific path" for

people with disabilities so that they can reach "the same goal with equal effort and work".



The last speaker of the panel was Ramón Rico, professor of Business Organisation and expert in organisational behaviour, who, in the field of diversity management in teams, explained that those who bring together different visions and not a single, specialised one are the ones who have the greatest capacity to respond to new situations. However, he pointed out, diverse teams must share common elements in order to achieve this goal. Rico, an advocate of "embracing diversity", shared four recommendations: make the team structure clear, illuminate the group's identity and common goals, train people in the value of diversity, and have leadership that also protects all members.

This was followed by the second discussion panel, entitled 'Academic, professional... and life careers: the need to apply the holistic approach of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers', moderated by the journalist Susana Roza.



The first speaker was Maribel Canto, Associate Professor at Leicester Law School, University of Leicester, who forcefully stated that Spanish universities punish career interruption. In his case, after a few years of residence in the UK, he wanted to return to Spain and to the University in 2007 but was unable to do so because he did not maintain contact with any department. "Having left was too big a barrier". The UK opened the doors that Spain had closed to him and at that time he began his career again with a doctoral scholarship. His experience leads him to consider that the Spanish university system should "widen" the current pathway to an academic career or build parallel paths. In her opinion, it is a question of making the system more flexible, as society is changing and it is important to adapt to these new realities, which makes it necessary to give a voice to people who, like her, have interrupted their careers, as the answer has to come from the bottom up.

Javier López, director of Social Impact Santander Universities and expert in professional careers, advocated the implementation of a research career model as a means to "mark the path" of the researcher, who has to know his or her alternatives in the scientific

career. "Transparent rules must be established. In this way, moreover, the objective of attracting talent can be achieved and other faculty members, such as full professors, can be encouraged to lead teams. In this same area, and in line with what is already being done in other countries, López advocated working on transversal competences (time management, leadership, etc.), an aspect defended by the EU itself within the framework of HRS4R.

Francisco Marcellán, professor of Applied Mathematics at UC3M, president of the Spanish Royal Mathematical Society and former Secretary General for Scientific and Technological Policy, focused on mobility between the public sector and the university and pointed to two issues: the existing feeling in the university that time is indefinite and the lack of motivation to leave the university. All this, together with bureaucratic barriers, means that it is not easy to bring what has been learned in the university to public management, which has to learn from its students and also from teachers who have been managers in the public sector. "The university does not take advantage of us", he said, before advocating acquiring skills beyond the purely academic and "touching real life", as the opposite generates bad practices and vices.