European Space University for Earth and Humanity

UNIVERSEH is an alliance of five European universities established to develop a new way of collaboration in the field of Space, within the "European Universities" initiative.

The alliance aims to create new higher education interactive experiences for the university community, teachers and students, and for the benefit of society as a whole. Such initiatives will enable broadminded, informed and conscientious European citizens to capture and create new knowledge and become smart actors of European innovation, valorisation and societal dissemination within the Space sector, from science, engineering, liberal arts to culture.

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Funding Scheme: Erasmus+ / European Universities

D6.2 Development plan for EuroCharter on Equity, Inclusion and Diversity: towards European standards

Due date of deliverable: M 8
Actual Submission date: 22/06/2021

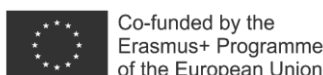Start date of the project: 01/11/2020   Duration: 36 months

Organisation responsible for this deliverable: AGH

Version: final

Dissemination level

PU	Public	X
CO	Confidential, only for members of the consortium	

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Document History

Version	Date	Author	Partner	Summary of main changes
1	14.06.2021	Joanna Pyrkosz-Pacyna	AGH	

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The goal of the "EuroCharter on Equity, Inclusion and Diversity: towards European standards" is to define UNIVERSEH vision, standards and objectives in the area of Space Sector. Each partner will focus on different section of the charter. The first step for the work on EuroChapter will be to conduct a research on existing similar documents, good practices and recommendations. Detailed specifications of the document (i.e. overall length, length of chapters, flow of each chapter, etc.) will be established after the initial part of existing literature recognition. We also plan to obtain external reviews of the document from internal and external associates.

Sections included in the charter:

1. Introduction – author: UFT
2. Gender equality - author: AGH
3. People with disabilities - author: UFT
4. Migrants and refugees - author: HHU
5. People from disadvantaged backgrounds - author: LUX
6. Mental wellbeing - author: LTU
7. Summary - author: UFT

Timeline and work plan:

	Tasks	Timeline	Description
1.	Researching existing charters/documents on equality standards	12.2021	Each partner will present their findings in a form of a short presentation (5-10 mins) based on 5-10 documents. Links and useful materials to be placed in the shared file.
2.	Choosing compositions of chapters and a document structure	01.2022	Based on the p.1 and other suggestions.
3.	Writing chapters	02-06.2022	Each partner will write one chapter according to the scheme.

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4.	Internal evaluation of the chapters	07-08.2022	Each partner will evaluate one chapter in detail and other in general.
5.	Consultations	1-30.09.2022	Each partner will obtain at least one additional review of the document OR we will employ external evaluator(s) if sufficient funding will be available.
6.	Graphic composition of the document	30.09.2022	In collaboration with WP7
7.	Final Document due date	30.10.2022	

Appendix:

1. "Guidelines regarding Equity, Inclusion & Diversity for the UNIVERSEH project team" - the document prepared by WP6 for the internal purposes of Universeh Project Team at the beginning of the project.

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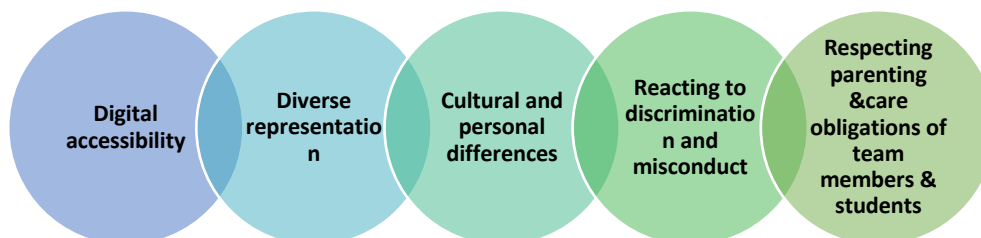## Guidelines regarding Equity, Inclusion & Diversity for the UNIVERSEH project

The purpose of this Guideline is to:

- introduce in the UNIVERSEH project commitment to an inclusive, diverse and supportive environment for students, staff, and project supporters;
- educate and promote awareness of equality and diversity;
- ensure that learning, teaching, and research areas are highly accessible and inclusive for all;
- fully use the potential of all project entities: project team members, partner universities representatives, students, outside university partners: business representatives, high school students, and other;
- bring attention to the importance of space sciences among general public and make sure all feel included/invited to space sciences;
- minimize the barriers to enter space studies that some students or general public face.
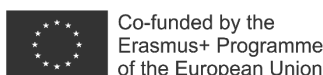
Why is it needed?

1. **Scientific domains are still unequally represented.** Space engineering is a male-dominated sector where women account for 10-20% employees (OECD, 2019).
2. **The interest in sciences and technology among students is systematically declining** whereas the demand for skilled professionals in these domains is growing worldwide (Osborne, Simon & Collins, 2003).
3. **Space sciences are strongly dependent on multinational cooperation** which requires open-mindedness, tolerance, language skills and cross-cultural competences.
4. Diverse teams, if managed skillfully, tend to be **more innovative and effective** (McKinsey & Company, 2020).

To begin with we would like to focus on these five main guidelines:

Digital accessibility — Diverse representation — Cultural and personal differences — Reacting to discrimination and misconduct — Respecting parenting &care obligations of team members & students

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Digital accessibility

Making sure all project documents are accessible for people with disabilities (hearing, visual, etc.). Especially nowadays when many educational endeavors are transferred **online**. Ensuring reasonable adjustments are made to enable disabled staff and students to overcome barriers in the working, learning and social environment.

Why is it important?

Up to 1 in 5 people have a disability that affects the way they use the internet. These disabilities encompass physical and cognitive barriers including color blindness, full blindness, hearing loss, dyslexia, paralysis, and more. Without an accessible website, 20% of internet users will encounter difficulties trying to navigate a site (The Must-Have Accessibility Handbook, 2017)**.**

What you can do straight away:

- Make sure all documents that are manufactured and used in the project are accessible for people with disabilities.
- Make project web content accessible to people with disabilities according to: Web Content Accessibility Guidelines [https://www.w3.org/WAI/standards-guidelines/wcag/]

If you need more information and guidance:

- You can contact your University's office or representative for people with disabilities or any partner Universities office or representative for that matter.
- There are many useful guidelines, e.g.: **The Must-Have Accessibility Handbook**, 2017
- **Accessibility Standards Overview**

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Diverse representation

Making sure that in project management, teams, and among participants there is a diverse representation in terms of gender, age, status, and other features. Using inclusive language and pronouns (e.g.: he and she instead of only he) whenever it is possible.

<u>Wh</u>y is it important?

- "*Increased diversity in higher education institutions can benefit students from all backgrounds both from majority as well as from minority groups (Casteneda, 2004). These benefits include an improvement in intergroup relations and campus climate, increased opportunities for accessing support, opportunities for acquiring broader perspectives and viewpoints, and participating in complex discussions, all of which can contribute to increased learning*" (Guo et al., 2007: 30).
- "*Respondents in the younger age groups (under 30) and in the older age groups (over 56) are more likely to believe that they have been discriminated against because of their age, compared to those in the age groups in the middle.***"** (Manfredi, 2008: 4).
- Researchers argue that the use of gender-exclusive language may lead to group ostracism (Stout & Dasgupta, 2011).
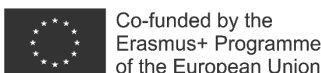
What you can do straight away:

- Check what is the proper term in your language to address people with disabilities. It may warry in different countries. In our project we will use the term '**people with disabilities**' rather that disabled people.
- Make a habit of using **male and female pronouns** wherever it is possible. Instead of saying: "We want each student to share his idea" say "We want each student to share his or her idea". It doesn't take this much more time yet creates a huge difference.
- If possible, introduce diverse representation of students participating in relevant project activities, in decision-making, recruitment of participants and reference groups.

If you need more information and guidance:

- **Diversity and Inclusion Strategy** University of York;
- **Workforce Diversity Plan**, Central Washington University.
- Report: **Developing Good Practice in Managing Age Diversity in the Higher Education Sector: An Evidence-Based Approach**, Oxford Brookes University, 2008.
- "**Non-discriminatory Language. A Guide for Students and Staff.**" , Brunel University,. 2007.

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Cultural and personal differences

Enhancing a culture based on the principles of respect, dignity and inclusion for everyone. Providing equal opportunities by making sure that everyone is treated with respect and consideration and has the opportunity to develop from the starting point of his or her personal circumstances.

<u>Wh</u>y is it important?

- Cultural and personal differences are the cause of many misunderstandings and may lead to lower work/studying satisfaction and lower efficiency.
- Conversely, environments that are supportive of diversity can develop critical thinking skills and greater personal capabilities (Hu & Kuh, 2003).

What you can do straight away:

- Be mindful of differences that might occur on the basis of social norms, nationality, auto-stereotypes, other.
- Make sure that everyone in a team accept them and show respect for the different views.
- Get familiar with the cultural dimensions to better understand general mindset, and the cultural patterns.

If you need more information and guidance:

- You can attend the diversity training at your (or partner) University.
- Equal opportunities, **Lund University Policy for Gender Equality**.
- An inclusive working environment, **Diversity and Inclusion strategy of the European Commission**.
- Website with FAQ regarding parenting and care obligations, **MIT – Work&Life.**

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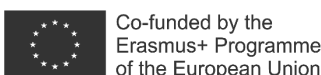
Reacting to discrimination and misconduct

Dealing with potential and actual acts of discrimination, harassment and bullying appropriately under relevant University policy and taking appropriate action where necessary.

Why is it important?

- Hollis (2016) documented that approximately 62% of higher education administrators had experienced or witnessed workplace bullying.
- Data (a sample of 3135 students from 146 higher education institutions) revealed that 7% of the students had experienced bullying during their time at university (Porhola, 2020:147).
- Bullying also affects between 12% and 25% of university staff (McKay et al., 2008).
- One **major US study** of 150,000 students found that 9% of all respondents and as much as 22% female graduate students reported experiencing sexual harassment from a member of faculty (Bull, 2019).

What you can do straight away:

- Adopt zero-tolerance policy for acts of discrimination such as harassment and bullying.
- Educate staff and students how to tackle potential acts of discrimination.
- Report signals of misconduct to appropriate authorities.

If you need more information and guidance:

- Contact your University designated authorities for assistance.
- Attend workshop, training or seminar related to the subject.
- Harassment and Bullying, **Lund University Policy for Gender Equality**.
- Report: Institutional responses to staff sexual misconduct in UK higher education.
- List of recommendations for higher education policies (Bull&Rye, 2018).

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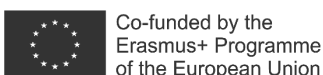
Respecting parenting/care obligations of team members/students

Covid-19 pandemic and lock-down that is a consequence of this situation contributed to extended strain on those individuals who have parental/care duties. It doesn't mean that individuals with extended obligations are unable to perform their work obligations however some forms of small work organization might be very helpful.

<u>Why is it important?</u>

- According to findings from McKinsey's report Women in the Workplace: "*Mothers are more than three times as likely as fathers to be responsible for most of the housework and caregiving during the pandemic. In fact, they're 1.5 times more likely than fathers to be spending an additional three or more hours per day on housework and childcare.*" (2020)

What you can do straight away:

- Try to consider parenting duties when planning work activities e.g. organizing all day meetings during the holiday break or school lock down might be difficult for some of your team members. By changing the date even slightly you might introduce a significant change.
- Ask your team/students upfront if they have some specific limitations that you should take into consideration. They do not have to respond during the team meeting but make sure they feel free to approach you privately with this subject.

If you need more information and guidance:

- MIT: Work&Life, example of website dedicated to HR issues reg. Parenting: **https://hr.mit.edu/worklife**
- Pregnancy and Maternity, **Diversity and Inclusion Policy**, University of Hull

These guidelines will become a basis for the "EuroCharter on Equity, Inclusion and Diversity: towards European standards" which is one of the deliverables of the project. Both this document and the final EuroCharter are based on the best practices and regulations implemented in other institutions (universities, research centers, business organizations, etc.) as well as on the **scientific evidence**.

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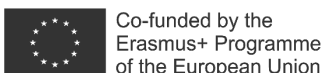
*These Guidelines were prepared by the Work Package 6 Equity, Inclusion & Diversity Team of the Universeh projects. Please contact us if you need any additional information (**jpyrkosz@agh.edu.pl**).*

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