



Strategies to ensure equal-opportunity recruitment



RI-URBANS

**Research Infrastructures Services Reinforcing Air
Quality Monitoring Capacities in European Urban &
Industrial Areas (GA n. 101036245)**

By

Gender Project Manager (mar.viana@idaea.csic.es)



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Motivation

Recruitment, selection and career progression measures aim to ensure that women and men get equal chances to develop and advance their careers. Critically reviewing existing selection processes and procedures at all stages and remedying any biases are important steps for ensuring gender equality in academic and research careers¹.

How do we address this in RI-URBANS?

1. When searching for candidates:

- **Ensuring sufficient representation of both genders in the applicant pool**, and agreeing on a policy of re-advertising if there are no women in the applicant pool. Departments and committees will need to justify recruitment and promotion shortlists that do not include women. **An xls file is provided to record this information** (please fill in and return to mar.viana@idaea.csic.es).
- Reviewing **language used** in adverts and **being aware of language biases** in recommendation letters.
- Using standardised CVs when available for your organisation.
- Increasing the number of potential women candidates by **broadening the disciplinary range of recruitment** in fields where women are underrepresented. This includes proactively identifying women in underrepresented fields, including active scouting.
- Ensuring that search and appointment panels are gender-balanced, or if not possible, including a minimum number of women. Providing unconscious bias training for recruiters.
- **Preferring open and publicly advertised** recruitment and selection procedures over closed ones.
- Establishing codes of conduct for recruitment and promotion. Clearly defined principles can increase transparency and help avoid unconscious biases. The European Code of Conduct for the Recruitment of Researchers is a well-established example.

2. When evaluating CVs:

- Accounting for the time frame/period for the achievements and the intensity of work carried out.
- **Accounting for career breaks** and discount leave periods when assessing research output.
- Assessing research quality rather than quantity, and not relying solely on publication citation index.
- Assessing **soft skills** as well as research outcomes, such as being team or project leader.
- Ensuring that administrative responsibilities and student supervision are valued alongside research outputs.