



# 2021 ACGR Leadership in Graduate Research Program

## Respectful Research Training

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What's next...



## Today's presentation will give an:

- Overview of the breadth of Respectful Research Training (RRT) issues and the respectful research training principles
- Demonstrate the importance of a respectful culture within the workplace and how this could be supported within your university (and personal remit) - including supervisor and candidate awareness raising/PD



# Risk Factors for Bullying, Coercion and Harassment in Research Training



Hierarchical structures



High levels of dependency on supervisor



Star system (aka God Professor)



Tendency to close ranks to protect offenders



Tacit rules and conventions requiring induction and patronage for advancement



High risks in bringing complaints

All of these are heightened with variables such as gender, cultural difference, disability etc



# International research shows HDR candidates at high risk

Undergraduate students are at risk of harm from other students: **by distinction graduate students are most at risk of harm from academic and technical staff**

Particular field and types of research present even higher risks, these include:

- Fields in which men outnumber women. Notably some HASS disciplines (e.g. Politics and Philosophy) have the same gender profiles as field such as Engineering
- Field in which long hours and remote work (field work) are the norm

# Why Respect?

So-called everyday' harassment / disrespect can be invisible...

Harmful behaviours such as bullying, sexual harassment and assault thrive in organisations where there is **a lack of respect**.

National Academies of Sciences, Engineering, and Medicine (NASEM). (2018). *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. The National Academies Press.  
<https://doi.org/10.17226/24994>.







## Why respect?

NASEM articulates this concept graphically through the iceberg image (NASEM 2018, 32) which shows SASH as the extreme expression of cultures which are characterised by daily incivilities, micro-aggressions, gender-bias, and other undesirable behaviours, all enabled by lack of respect

The first recommendation of NASEM's report is directed to the cultural enablers of SASH and calls for creation of **'diverse, inclusive, and respectful environments'** (NASEM 2018, 180)

This recommendation directed to the prevention of sexual harassment focuses on initiatives **leading to system-wide changes to the culture of and climate in HE, rather than just specific, behavioural changes**

**The premise being: fix the culture and behaviour will follow**



## What can you do?

- ❖ Familiarise yourself with your university's policies
- ❖ Secure support of senior leadership in your unit to back you
- ❖ Initiate conversations in staff and candidate fora to raise awareness of issues.
- ❖ Adopt practices which “shine a light” on supervision practices and make it clear that all practices are subject to scrutiny
- ❖ Work to create a culture in which candidates feel “safe” in bringing issues into the open
- ❖ Work to create a culture in which critical self-reflection forms part of good supervisory



# Questions?