

Summary lectures WISE Annual Event 2022

Summary lecture prof.dr. Stijn Oosterlynck (by Elisabetta Peri)

Prof. Oosterlynck, professor of Urban Sociology at the University of Antwerp, and coordinator of MSCA European Training Network Solidarity in Diversity (SOLiDi), presented the concept of solidarity from a sociological perspective. The lecture started with the definition of solidarity, which comes from different possible sources, from interdependence (e.g. solidarity with social insurance system), to shared norms and value (e.g. solidarity within a nation), common struggle (e.g. solidarity with the labour class movement), and encounter with other people (solidarity in sharing a public space with strangers). Each of these sources specifies a distinctive basis for feelings of shared fate and group loyalty and reflects different ideological positions on how societies develop social order and cohesion. Traditionally, institutionalized solidarity misrecognizes gender equality. Today, institutionalized solidarity is challenged by many structural societal changes, such as changing gender relations. This urgently require to experiment with new norms for more equal welfare institutions.

Summary lecture prof.dr. Belle Derks (by Maureen van Eijnatten)

Prof. dr. Belle Derks, Professor of Social and Organizational Psychology at Utrecht University, gave a very engaging and inspiring lecture on the Queen Bee phenomenon. According to prof. Derks, most people think that a successful academic should be individualistic, competitive and self-assertive. However, the assumption that these agentic traits are typically male is incorrect and communal traits are at least equally important for the job. Prof. Derks also explained why women in leading positions are often against measures to promote diversity (the Queen Bee phenomenon): because they were able to make it, they think that there is no problem anymore. Her main take-home messages? Organizations should not try to “fix the women”, for example by organizing workshops for women, but we should “fix the system” instead. And it is important to recognize and reward all activities of academics, including supervision and caring tasks, mentoring, etc.

Summary lecture Monica Zakhari (by Diletta Giuntini)

Monica Zakhari presented an initiative of five faculty members of the Mechanical Engineering department (Michael Abdelmalik, Diletta Giuntini, Azahara Luna-Triguero, Maja Rücker, and Monica Zakhari herself) in the framework of the Disability Fund of TU/e. An initiative to raise awareness and support for people with invisible disabilities was created. Invisible disabilities are conditions that include cognitive difficulties, learning differences, mental health disorders, physical pain, fatigue, or other physical conditions that are not apparent to the onlooker but significantly impact one's daily activities. They are estimated to affect 43.2% of the population of age 15 and above, according to EU statistics. The Diversity Fund Award enabled Monica and colleagues to organize a workshop and training session for TU/e educators and employees – led by international speaker and author Christina Irene. The goal has been to raise awareness, reduce stigma and implicit bias and improve communication, making TU/e a place that supports individuals with disabilities beyond the apparent. The vision was to have the workshop acts as a pilot for TU/e training modules, and become integrated as a module offered to staff and students on a regular basis. The feedback on the workshop was very positive, reinforcing this vision.

Summary panel discussion (by Lenneke Kuijer)

After a brief introduction of the Invisible Disabilities initiative by Dr. Monica Zakhari, we engaged in a panel discussion to reflect on the talks of the day. The panel consisted of Prof. dr. Stijn Oosterlynck, Prof. Dr. Maria Vlasidou (M&SC), and Carla Maria Verwer, founder of the School of Narrative Leadership. The audience was invited to participate in the discussion through a Mentimeter interactive questionnaire, as well as through direct responses and questions.

Due to lively engagements and a quick passing of time we were only able to discuss three main topics. The first topic reflected on practices of solidarity within the TU/e. The panel reminded us that solidarity

in itself isn't necessarily desirable, for example within 'the boys club', but it can contribute to diversity and inclusion. The audience offered a variety of examples where this is at work, from tears in the toilet, to mentorship and associations such as WISE. The second topic revolved around the 'academic superhero' and the extent to which those present recognized themselves in its profile. The TU/e 'superhero' was described in terms ranging from confident, ambitious workaholic to collaborative, inspiring and visionary. About half the room recognized themselves fully or mostly, the other only a little or not at all. The panel nuanced the friction present in the latter by pointing out that nobody can have it all, which was then linked to ongoing developments towards team science. Finally, we asked the audience which aspects of solidarity they were missing in the discussions. This drew a range of answers including inclusivity, intersectionality, Asian people, queer experiences, spaces for sharing and joint research proposals. We take these along in the coming year and hope to see you at our next events.

Appendix:

Presentation by Stijn Oosterlynck

Presentation Monica Zakhari

Due to personal circumstances of Belle Derks, we are unfortunately not (yet) in possession of her presentation.

Practicing solidarity

Prof. Dr. Stijn Oosterlynck

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CRESC - Centre for Research on
Environmental and Social Change
University of Antwerp

Content of lecture

- define solidarity
- trace its historical roots and development over time
- solidarity as a structural feature of modern societies and its institutions
- need for more practice-oriented view on solidarity

Solidarity?

- solidarity: phenomenon of group loyalty and sharing of resources (Stjerbo, 2005)
- emerged as secular concept in 19th century to identify sources of social order in socially and politically unstable modernizing societies (Lockwood, 1992)



Solidarity?

- roots in Christian idea of fraternity, extended to (medieval) guilds and 'secularized' in French revolution
- answer to question of how to create social order in a context of scarce resources – core concept in discipline of sociology (vs economics)

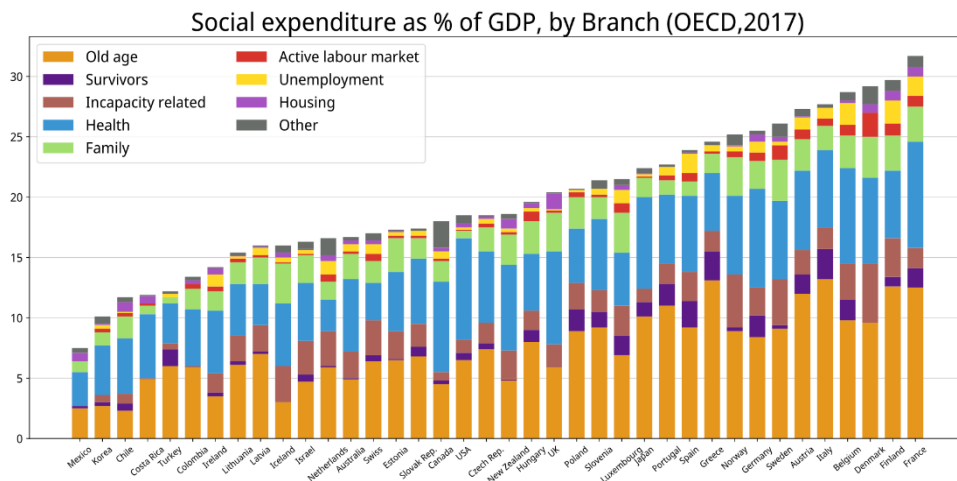


Sources of solidarity

	Definition	Example	Sociological authors
Inter-dependence	collective benefits of specialization and social differentiation	social insurance system	<ul style="list-style-type: none"> - Durkheim on organic solidarity - Spencer on voluntary co-operation - de Tocqueville on civil society - Beck on reflexive individuals - Giddens on active trust
Shared norms and values	moral integration in community of norms and values	nation formation	<ul style="list-style-type: none"> - Durkheim on collective consciousness - Etzioni on reciprocity in the community - Putnam on social capital
Struggle	struggle for shared interests against common enemy	labor class movement	<ul style="list-style-type: none"> - Marx on the unity of the working class - Weber on class and status groups
Encounter	informal social interaction with strangers	living with strangers in public space	<ul style="list-style-type: none"> - Simmel on sociation - Chicago School of urban sociology

Welfare state solidarities

- national welfare states are prime contemporary example of solidarity in Europe
- structural form of solidarity, dependent on bureaucratic actions and procedures and institutionalized relations between organizations (trade unions, employer organizations and state)



Welfare state solidarities

- originated in local social initiatives to address social deprivation and lack of social protections
- welfare states result of gradual centralization, nationalization and secularisation of local forms of solidarity
- draws on three (structural) sources of solidarity:
 - social insurance systems draws on interdependence in labour market (Cantillon and Van Mechelen, 2014);

Welfare state solidarities

- created through class struggle for redistribution and social rights (Stjernø, 2004)
- predicated on nation-building and moral integration in national communities (Oosterlynck et al., 2016)
- involves 'practices' such as paying taxes, apply for replacement income, marching on demonstration of for extension of social rights or labour market activation, but focused on maintain structural solidarities

Welfare solidarities and gender

- institutionalized welfare solidarities misrecognize gender equality (Fraser, 1995)
- interdependence restricted to labour market, but care and reproductive labour ignored
- struggle waged by male-dominated organisations, misrecognizing women interests and identities (Fraser, 1995)
- cultural norms on gender and the family (male breadwinner model)



Solidarities challenged

- institutionalized welfare state solidarities remain important to create social cohesion and protection
 - but challenged by structural societal changes and socio-political challenges they generate (increasing ethnic-cultural diversity, changing gender relations, individualisation, etc.)
- renewed quest to develop *innovative* forms of solidarity: *“In multiple ways the word “solidarity” is patiently looking for flesh which it could become. And it won’t stop seeking eagerly and passionately until it succeeds.”* (Bauman, 2013: 5)

Solidarities challenged

- foregrounds *practices* of solidarity, drawing on sources:
 - extending interdependencies to include reproductive and care work
 - developing new forms of social struggles (e.g. solidarity with cleaning personel on women's day at university)
 - experimenting with new norms (e.g. Femma's experiments with 30 hour week at work)
- as part of ongoing process to build more equal welfare institutions?

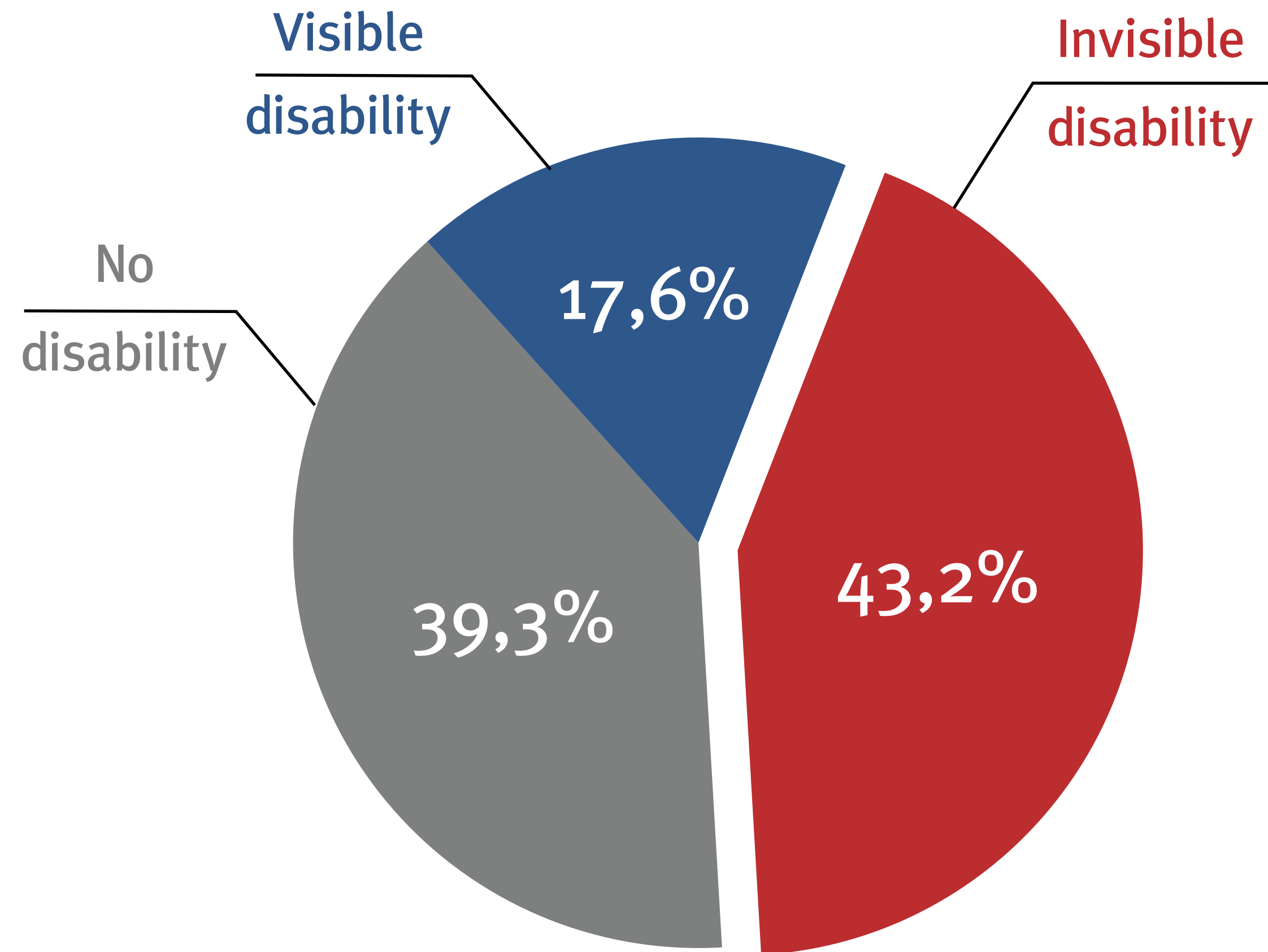


Invisible disability initiative at TU/e

Michael Abdelmalik, Diletta Giuntini, Azahara Luna-Triguero, Maja Rucker, **Monica Zakhari**

Department of Mechanical Engineering

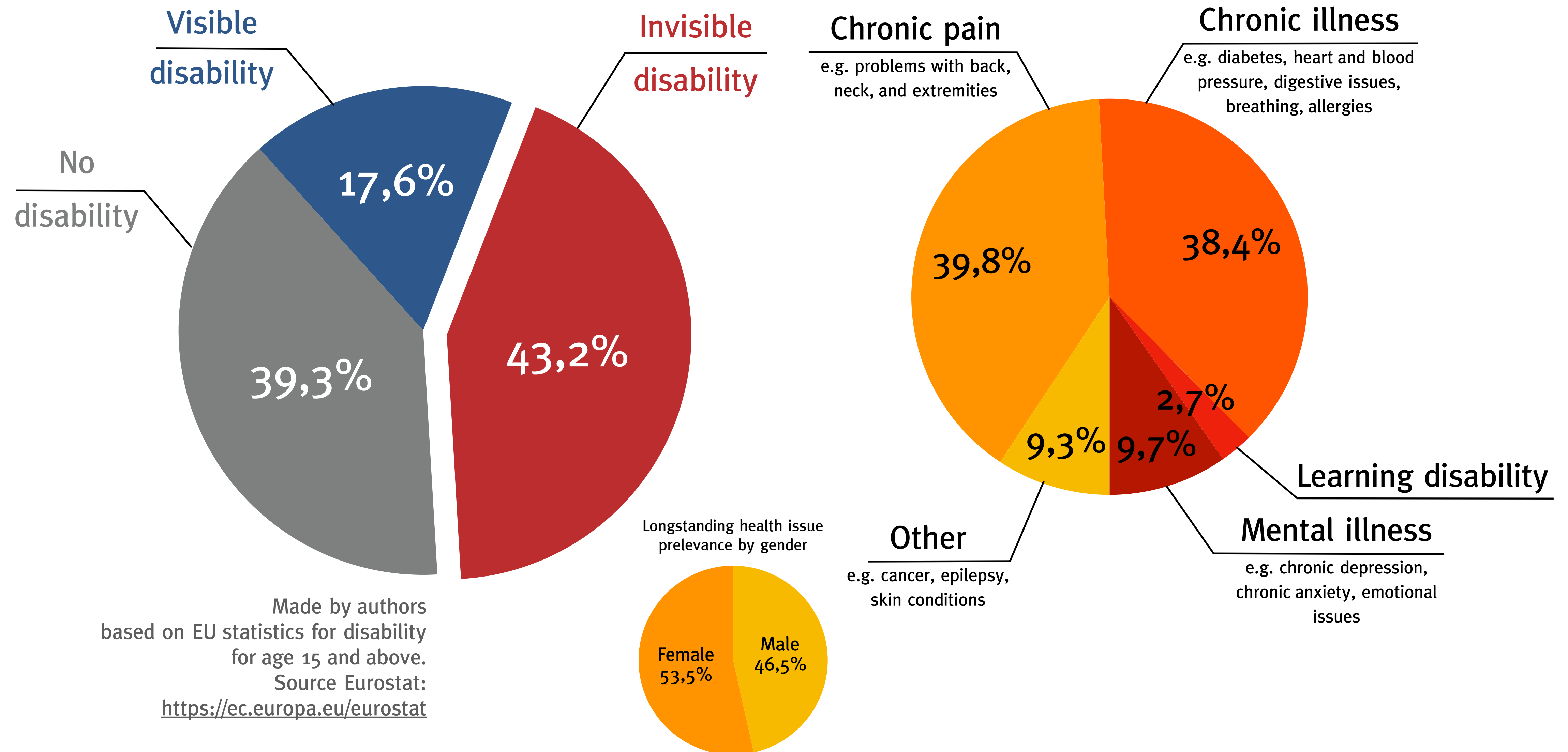
What are “invisible disabilities”?



Invisible disabilities are conditions that include **cognitive difficulties, learning differences, mental health disorders, physical pain, fatigue**, or other physical conditions that are not apparent to the onlooker but significantly impact one's daily activities.

Made by authors
based on EU statistics for disability
for age 15 and above.
Source Eurostat:
<https://ec.europa.eu/eurostat>

Invisible disability in numbers



Like what?

Acquired Immune Deficiency Syndrome
Anxiety Disorders
Allergies
Asperger Syndrome
Asthma
Attention Deficit/Hyperactivity Disorder
Autism
Bipolar Disorder
Brain Injuries
Celiac Disease
Chronic Fatigue Syndrome
Circadian Rhythm Sleep Disorders
Crohn's Disease
Depression
Diabetes
Drug/Alcohol Addiction
Dyslexia
Endometriosis
Epilepsy
Fibromyalgia
Food Allergies
Fructose Malabsorption
Hyperhidrosis

Hypoglycemia
Interstitial Cystitis
Irritable Bowel Syndrome
Lactose Intolerance
Lupus
Lyme Disease
Metabolic Syndrome
Migraines
Multiple Sclerosis
Myasthenia Gravis
Narcolepsy
Personality Disorders
Primary Immunodeficiency
Post-Traumatic Stress Disorder
Reflex Sympathetic Dystrophy
Repetitive Stress Injuries
Rheumatoid Arthritis
Schnitzler's Syndrome
Schizophrenia
Scleroderma
Sjogren's Syndrome
Transverse Myelitis
Ulcerative Colitis

And many, many more.

Diversity Fund Award 2021

To raise awareness and educate staff members on invisible disability, rendering TU/e a place that fosters disabilities beyond the visible and the apparent

Goal

Activity

We propose a **workshop and training** session to **TU/e educators** and **employees** on awareness and sensitivity for invisible disability

Awareness and
Education of
Invisible
Disability at TU/e

Result

Reduce stigma and implicit bias,
and eventually create a TU/e
community that celebrates diversity

Vision

We envision that the proposed workshops will act as a **pilot** for TU/e training modules offered to employees as well as students on a **regular basis**

Invisible Disabilities Awareness & Action

presented by international speaker & author
Christina Irene

deeper understanding of invisible disabilities
strategies to **remove barriers** and **end stigma**
creating a more **inclusive classroom**
facilitating **better communication**

Friday, 7 October
12:15
Vertigo 5.07



Lunch provided

Registration:



SCAN ME



SCAN ME



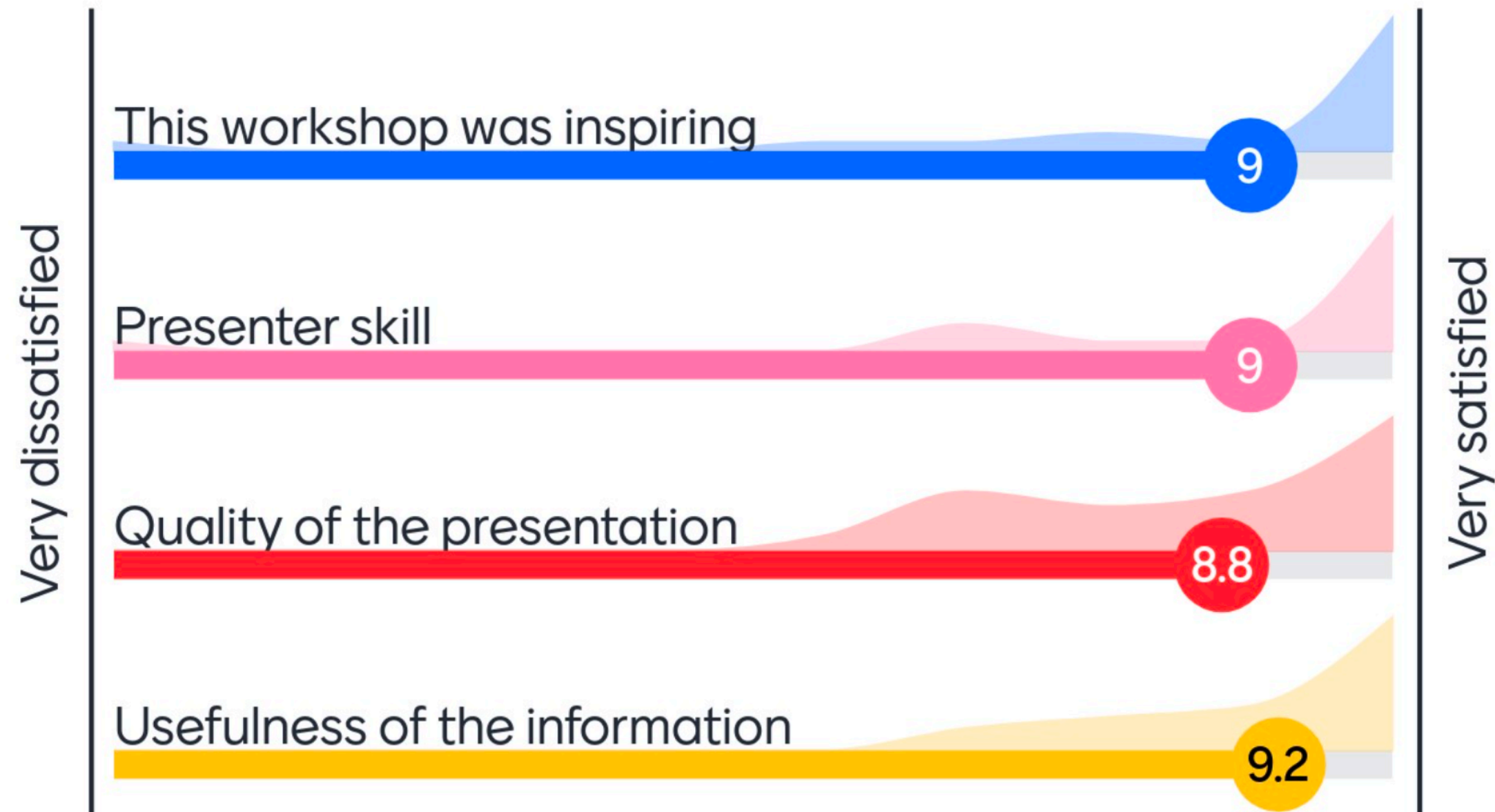
Invisible Disabilities Awareness & Advocacy

- Overview of invisible disabilities and fluidity of visibility, severity, different impacts of same diagnoses
- Universal design as “barrier free” beyond simply physical barriers
- Universal design in learning
- Creating an inclusive atmosphere
- Facilitating self-identification and self-advocacy
- Dos and don'ts surrounding “illness shaming”
- Considerations for parents and caregivers, including faculty/staff peers
- Communication and collaboration tools and strategies for the classroom and/or workplace





Feedback



How to accommodate not only myself within my own invisible disability but also how to consider others to make the world more inclusive. Definitely an important workshop during these times where inclusivity is more important than ever.

That it is okay to have an invisible disability. Be open and talk about it in the way you want.

I was so unaware of a lot of disabilities. Thanks for elevating the level of awareness!

I learned a lot, but to mention something: create an open environment and see a person as a person and listen carefully to the story of the person

Tips on creating an open space for students to be free to disclose a disability

Tips for awareness, implementable measures, a broader definition of the concept - valuable!

Many people with disabilities name similar things to accommodate for them, like advance information and a quiet space.

Dos and donts for invisible disabilities. I also learned a lot about myself and about how I passed myself as ablebodied people whilst needing help and support. I learned how to approach people/staff about invisible disabilities. Amazing talk! ⚡

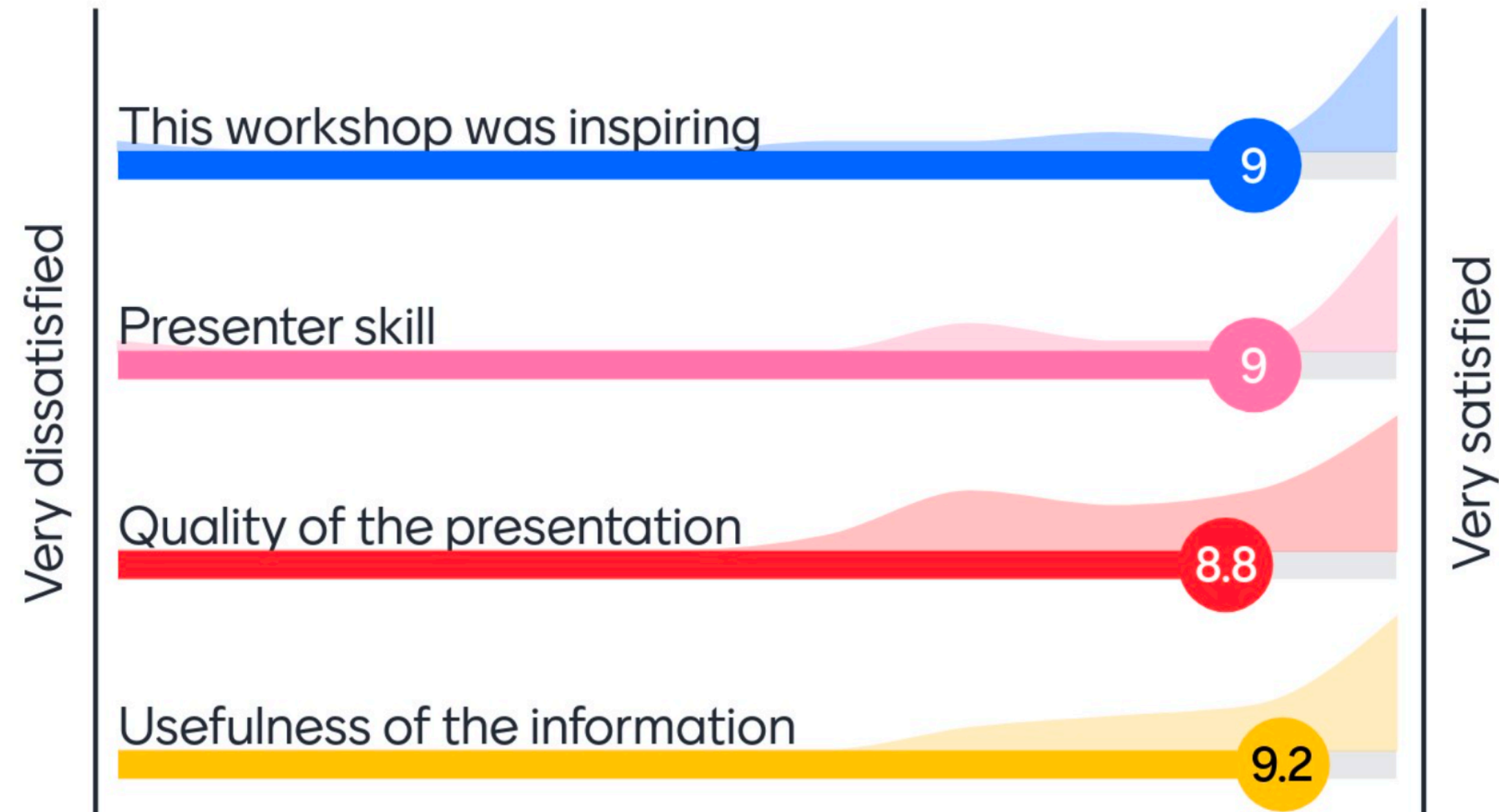
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To mirror the language used by the disabled person

Thank you!



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