

Adding an EDI perspective to STEM related research and teaching

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- All the verbal opinions expressed here are those of the author of this communication.

WHO YOU ARE

- Doctoral Student (PhD Student) - Postdoctoral Researcher (Postdoc) - Research Associate/Fellow - Lecturer / Assistant Professor - Senior Lecturer / Associate Professor - Professor (Full Professor) - Chair/Head of Department - Dean of Faculty (e.g., Dean of the Faculty of Engineering) - Vice-Rector/Pro-Vice-Chancellor - Rector/President/Vice-Chancellor - Emeritus Professor
- Each of these roles involves a combination of research, teaching, and administrative responsibilities, with the proportion of each varying depending on the specific role and the policies of the institution. As one moves up the hierarchy, administrative and leadership responsibilities typically increase, while teaching and direct research involvement may decrease.
- You may influence, shape, promote EDI in a variety of ways (through teaching, research, mentorship, or administrative leadership)

ACTIONS IN ACADEMIA, HIGH TECH COMPANIES, PUBLIC ORGANISATIONS

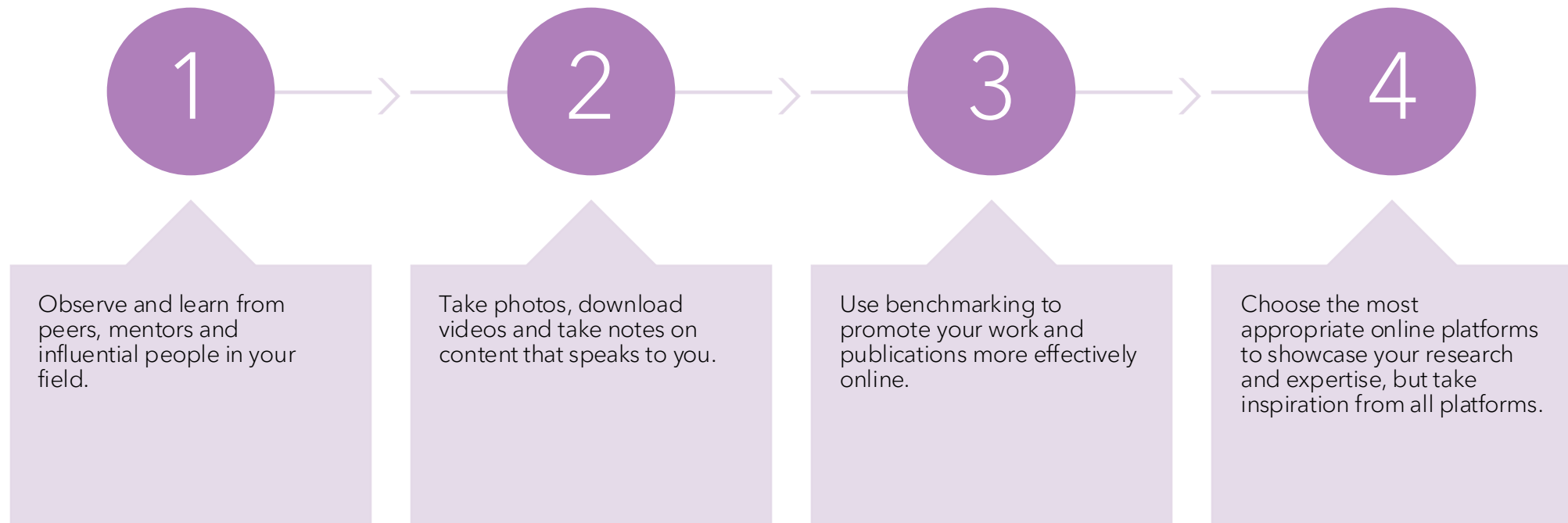
- Educational programmes and scholarships
- Ask for EDI strategies and practices in your academic courses
- Organising conferences, meetings and workshops on EDI, include EDI in conferences. Etc.
- Mentorship programmes and visibility campaigns
- Implementing equality and diversity policies
- Raising awareness (advocacy groups)
- Changing hiring practises
- Inclusive workplace practises (flexible working conditions, diversity training and supportive networks)
- Industry partnerships and internships
- Funding, research and collaboration between governments, educational institutions and the private sector.

Who are you?

Roadmap

An aerial, black and white photograph of a winding road through a dense forest. The road is a dark, two-lane path that curves through the trees, creating a series of loops and turns. The forest is composed of many small, coniferous trees, creating a textured, patterned background. The lighting is soft, highlighting the textures of the trees and the road.

Join the conversation on EDI in your field



360°



ANY LANGUAGE YOU UNDERSTAND



UNIVERSITIES/DEPARTMENTS



FUNDING BODIES



VIRTUAL MENTORS AND ELEVATOR PITCH



MONITOR AND ADAPT

Elevator pitch: EDI (gender, intersectionality) and...

... Academic field, Original contribution, Theoretical framework(s), Methodology/ies, Scholars/Authors , Most relevant journals and publishers (due lingue)

«(Gender+) is an essential lens in (Academic field) as it illustrates the (Original contribution) by revealing the intricate interplay between (Theoretical framework(s)) through (Methodology/ies). Scholars/authors such as (names) have made an important contribution to this discourse, often published in (Major journals) and by publishers such as (Publishers).»

https://careerdevelopment.princeton.edu/sites/g/files/toruqf1041/files/media/elevator_pitch.pdf

Elevator pitch

"Equality, diversity and inclusion (EDI) are critical in STEM disciplines because they reveal the hidden dynamics that shape innovation and knowledge production.

By applying frameworks such as intersectionality and social justice theory, we can examine how different identities impact access to STEM education and career pathways.

Through mixed research methods, including quantitative surveys and qualitative interviews, this approach identifies barriers and opportunities for marginalised groups in STEM fields.

Seminal contributions by scholars such as Kimberlé Crenshaw and Sara Ahmed have enriched our understanding of these dynamics.

They have been frequently published in journals such as "Science Education," "Journal of Diversity in Higher Education" and "STEM Education Research, and major publishers such as Springer and Routledge have also provided a platform to advance this critical discourse.

This research not only contributes to a more inclusive STEM environment, but also drives societal progress by ensuring that all voices contribute to scientific discovery."

Virtual mentor

Consider seeking advice from a virtual mentor. This mentor can help you navigate the complexities of integrative research and lend credibility to your efforts with their deep expertise and strong scientific reputation.

To-do list

1. Choose a virtual mentor
 - o Find a respected expert in your field with a strong academic background working on EDI (gender, gender+, intersectionality).
2. Engage with their content
 - o Follow their profiles on social media and their professional networks where they share their insights.
3. Familiarise yourself with key publications
 - o Find your mentor's most cited articles and read through them to understand their approach.
 - o Set up Google Scholar alerts to keep track of the latest citations of their work to keep it relevant.

Ex: <https://www.linkedin.com/pulse/discussion-stem-schools-rita-bencivenga-gvslf/?trackingId=4%2BwqbaD7TJC%2BHFVQNkAfWQ%3D%3D>

Virtual mentor

4. Study methodology and results

- o Look for interviews or talks where the mentor explains their methodology and results.
- o Use these insights to formulate your own approach clearly and effectively.

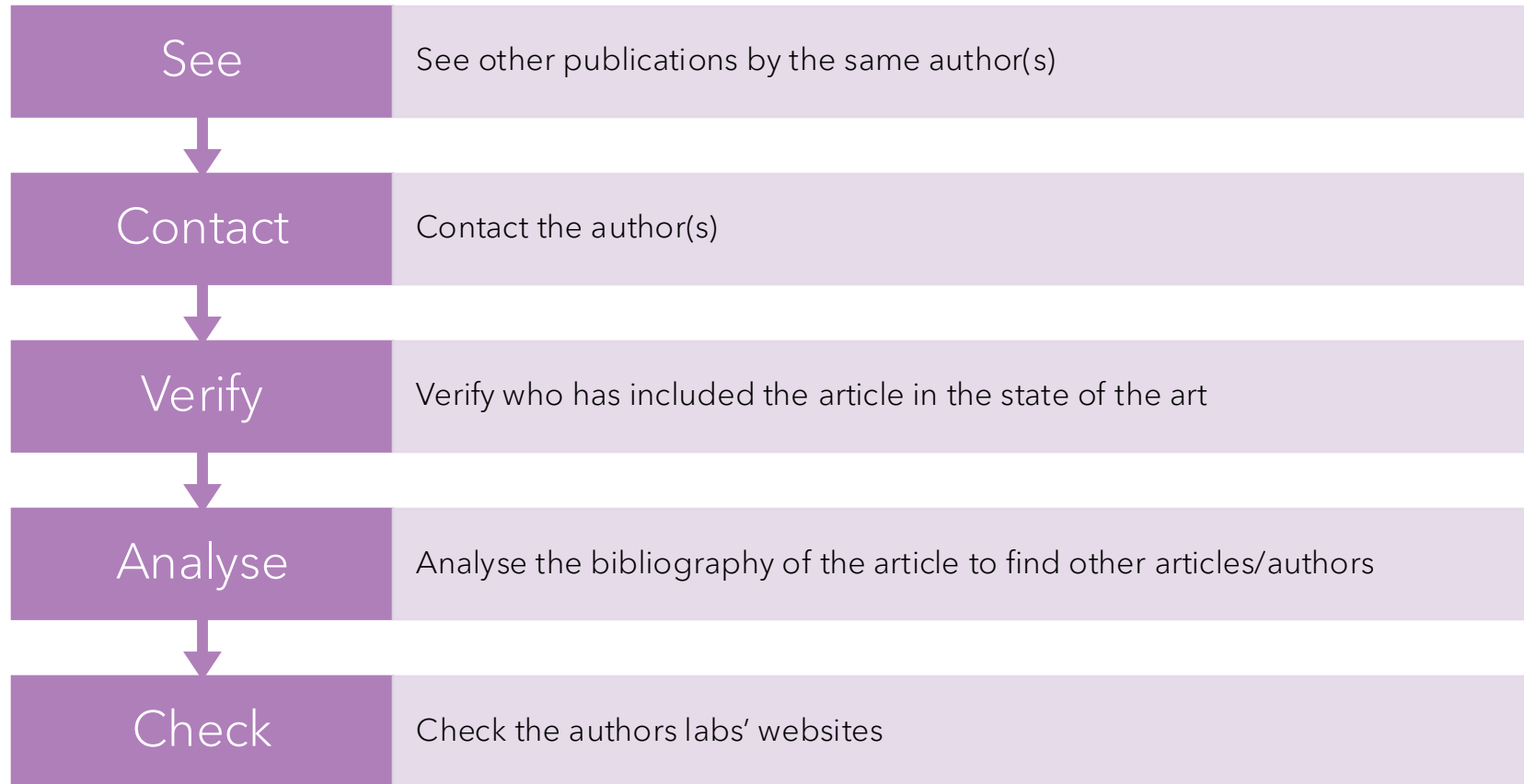
5. Explore practical applications

- o Look for websites, reports and videos that show practical applications of the mentor's approach.
- o Use these resources to develop educational and outreach pathways.

6. Share the materials you collect with your team and integrate them.

- o Incorporate these findings into the planning and implementation of your STEM activities.

Ex: <https://www.linkedin.com/pulse/discussion-stem-schools-rita-bencivenga-gvslf/?trackingId=4%2BwqbaD7TJC%2BHFVQNkAfWQ%3D%3D>

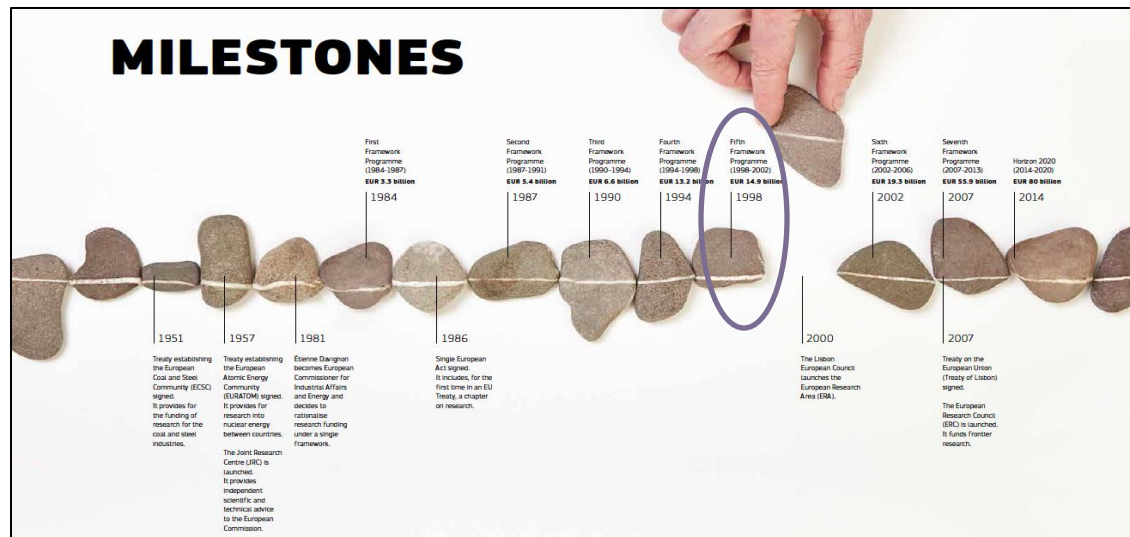


Horizon Europe and Gender Equality Plans



A RESOURCE WE ALL HAVE IN
COMMON

1951-2013



2014/2027



Three strategies

Eligibility:
Gender Equality
Plan

Award Criteria:
Integration of
the gender
dimension

Ranking
Criteria: Gender
balance

Mandatory GEP process requirements



Public document

- Formal document
- Signed by top management
- Published on the



Dedicated resources

- Funding for gender equality positions or teams
- Reserved time for



Data collection and monitoring

- Data on sex or gender of staff across roles and leadership



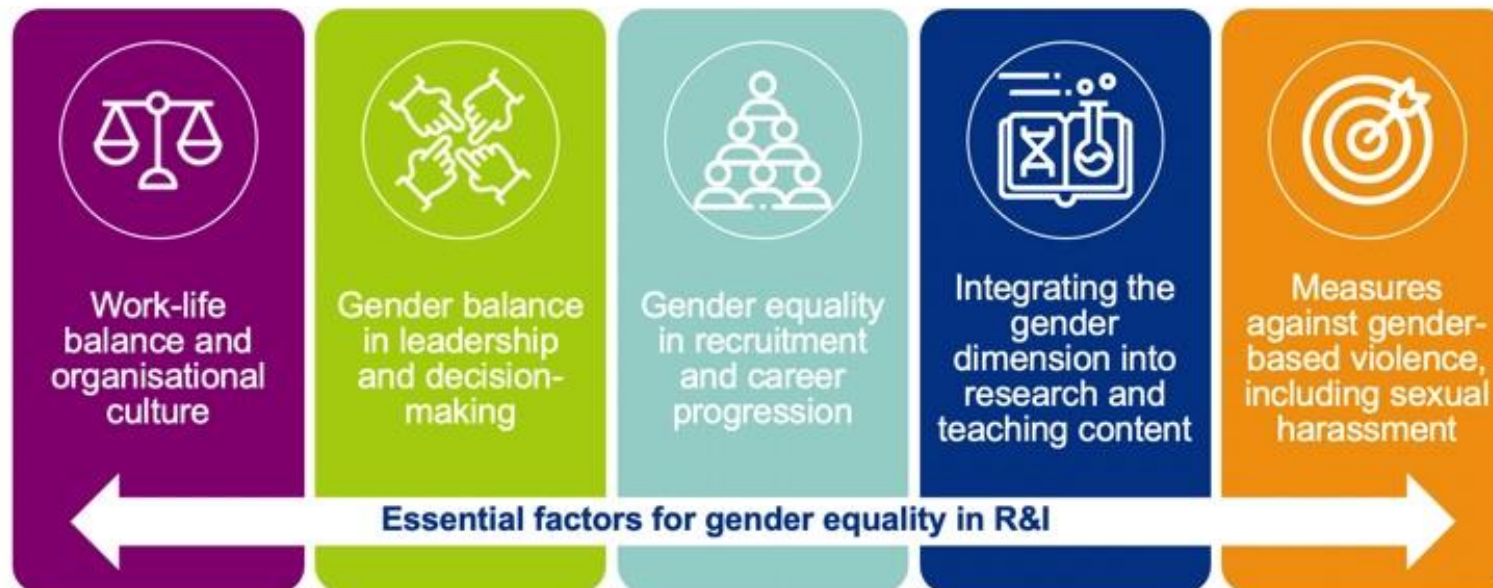
Training and capacity building

- Whole organisation engagement
- Tackle gender biases of people

Eligibility: Gender Equality Plan

Eligibility: Gender Equality Plan

Recommended GEP content areas



Academic freedom

Academic freedom generally includes the right of teachers and researchers to pursue knowledge and research freely, to publish their findings and to discuss and teach their subjects without unreasonable restrictions.

The concept of academic freedom is a fundamental principle in European higher education, although its exact application may vary according to national legislation and institutional policy.



Three strategic approaches



Horizon Europe: what to monitor

Eligibility:
~~Gender Equality~~
Plan

Award Criteria:
Integration of
the gender
dimension

Ranking
Criteria: Gender
balance



Award Criteria: Integration of the gender dimension

EXCELLENCE criterion for RIAs/IAs

- ✓ Clarity and pertinence of the **project's objectives**, and the extent to which the proposed work is ambitious, and goes beyond the state-of-the-art.
- ✓ **Soundness of the proposed methodology**, including the underlying concepts, models, assumptions, **inter-disciplinary approaches**, **appropriate consideration of the gender dimension in research and innovation content**, and the quality of open science practices including sharing and management of research outputs and engagement of citizens, civil society and end users where appropriate.

This request does not apply to my research...

- The integration of the gender dimension into R&I content is **mandatory**, unless it is explicitly mentioned in the topic description

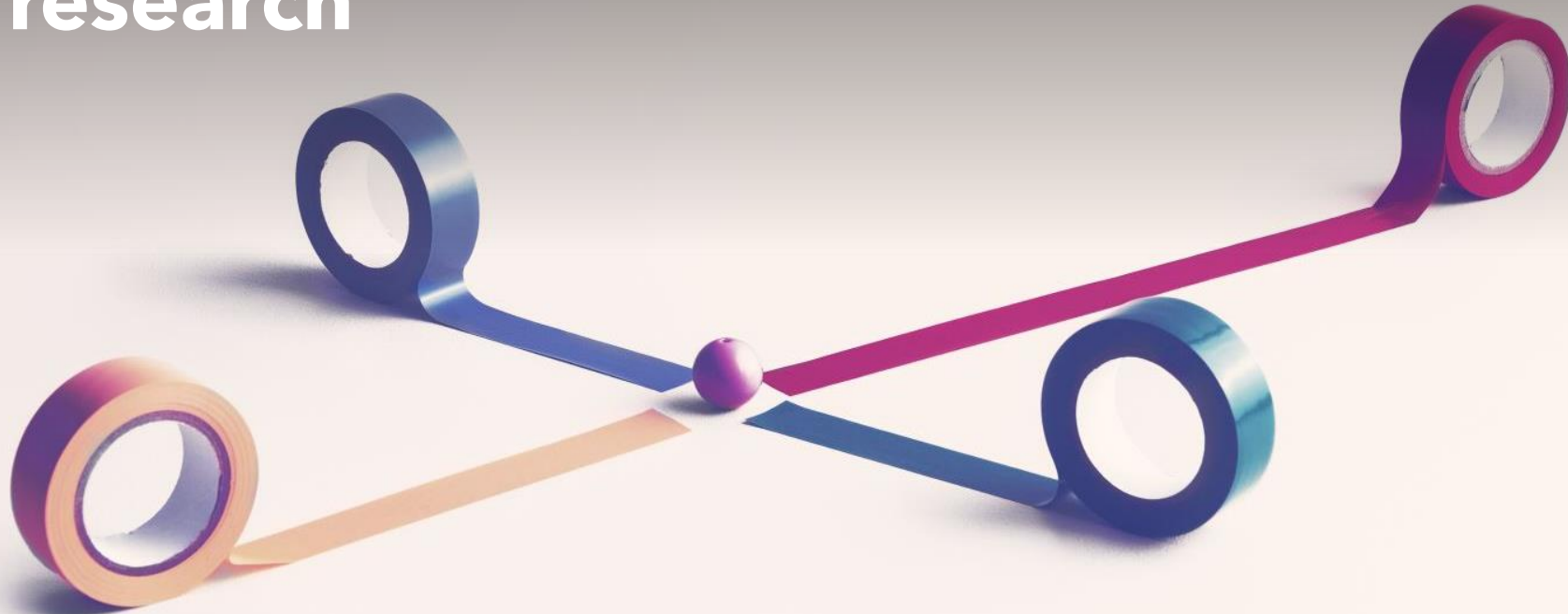
Three strategies

~~Eligibility:
Gender Equality
Plan~~

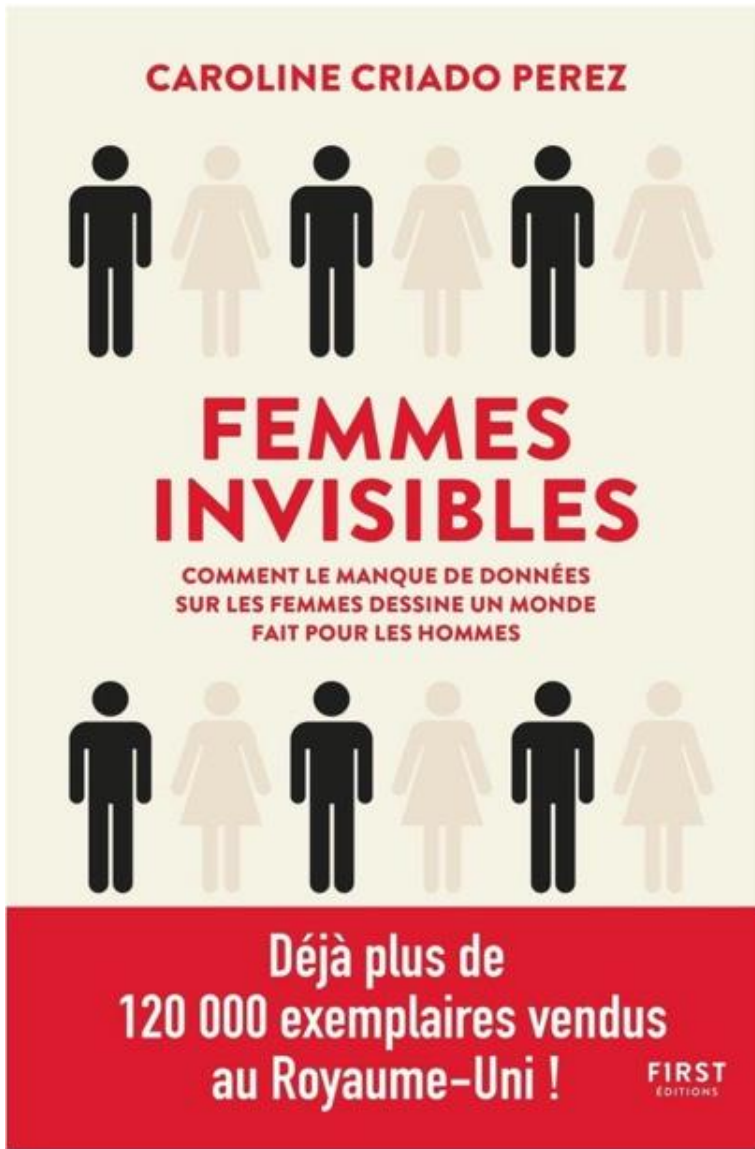
~~Award Criteria:
Integration of
the gender
dimension~~

Ranking
Criteria: Gender
balance

Adding a gender+, intersectional dimension to your research



FIRST STEPS: PROMOTING GENDER
AND DIVERSITY



Caroline Criado Perez:
Invisible Women: Exposing Data
Bias in a World Designed for Men



Invisible Women

Keeping up with the gender data gap (and whatever else takes my fancy).

By Caroline Criado Perez 🍷 · Over 43,000 subscribers

Type your email...

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NEWSLETTER

Gender, Gender+ and Intersectionality

- Can we be satisfied with discussing 'the two genders' in research and teaching in 2024?
- Obviously not, because the gender perspective has rapidly expanded beyond the binary
- Since the launch of Horizon Europe the EU also talks about gender+ and intersectionality, calling for the adoption of these approaches in research and teaching

Gender and Diversity

- *It should be noted, however, that gender is only one of the dimensions through which discrimination manifests.*
- *In Horizon Europe, attention to the fair representation of diversity concerns all sociodemographic nuances, such as age, disability, ethnicity, religion, personal beliefs, and sexual orientation.*
- *Giving proper space to these dimensions ensures the plurality of perspectives in both procedural and content-related aspects of research, thereby guaranteeing the development of inclusive technologies.*

Gender+ strategy

Gender remains the main contemplated type of inequality but its interaction with other sources of inequality and grounds of discrimination is taken into account in the design and implementation of the GEP measures.

When possible, intersectional indicators have been added to the measures.

H2020 and Horizon Europe main difference: intersectionality

- Methodological tools for sex, gender **AND intersectional analysis**.
- «*Specific funding will be dedicated to gender and intersectional research, to developing inclusive gender equality policies in support of the new European Research Area, and to empowering women innovators.*»
- (https://ec.europa.eu/info/research-and-innovation/strategy/gender-equality-research-and-innovation_en)

Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics

Kimberle Crenshaw

Kimberle.Crenshaw@chicagounbound.edu



Handbook of Gender and Technology

Environment, Identity, Individual
International Handbooks on Gender series

Edited by [Eileen Trauth](#) and [Jeria Quesenberry](#)

Written in an accessible style with comprehensive coverage, the Handbook of Gender and Technology provides an excellent foundation examining gender equity in technology fields. Covering the state of the art, chapters consider three key influences – environmental, identity and individual – to highlight interventions to address the gender gap in technology.

 Restricted access

Keywords: [Women & technology](#); [gender & technology](#); [women & STEM](#); [gender & STEM](#); [Information technology gender gap](#); [individual differences theory of gender and IT](#)

Intersectional approach

- «Before beginning a study, researchers should conduct systematic literature searches to identify factors and categories of potential relevance. These categories and factors can be biological, socio-cultural or psychological characteristics of users, customers, participants, experimental subjects or cells»
- <http://genderedinnovations.stanford.edu/methods/intersect.html>

Gender+ versus intersectionality: awareness

- Research in STEM disciplines is very often deeply intertwined with social characteristics such as gender, age, and socioeconomic class. These factors influence individuals' access to, participation in, and impact on STEM related systems, services, technologies.

Shortcut to begin with: EDI-specific issues in almost any field

- Gender and other underrepresented categories differences in XXX related education: segregation between women and men and girls and boys in different fields of study; lack of data disaggregated by genders: M/F/Non Binary/Other (specify)/prefer not to say.
- Gender and the XXX labour market: The low participation of women and underrepresented categories in the XXX labour market and especially in highly skilled jobs and top management positions;
- Dominant gender (often, male) work identities and workplace cultures;
- Different gender and identity roles lead to different views of XXX related technologies;
- “Gender” gaps in decision-making positions, innovation opportunities and entrepreneurship due to a lack of access to funding, information, training and networks;
- More/less willingness of women/other underrepresented groups to engage in (for example) sustainable resource management and more willingness to change behaviour(s);
- «Gender» gaps and differences in access to XXX results/ technologies/ services, etc;

INDICATORS M/W

- Authors in XXX field
- Authors on publications in academic-corporate collaborations
- Publications that are cited in patents
- Authors on XXX publications
- International mobility
- ...
- ...

Biases in data collection

- **Sampling Bias:** If a dataset is not diverse, certain groups may be underrepresented. For example, facial recognition systems trained primarily on lighter-skinned individuals may perform poorly when recognizing faces of darker-skinned individuals. This bias is often due to a lack of representation of diverse groups in the training data.
- **Cultural Bias:** Data collection methods may not take into account cultural differences. Surveys conducted online, for instance, might miss populations with limited internet access, which can skew the data towards a more tech-savvy, possibly younger, and more urban demographic.
- **Language Bias:** If data collection tools are available only in a dominant language, non-native speakers or those with limited proficiency may be excluded. This exclusion can lead to incomplete or inaccurate data that doesn't capture the experiences of all groups.

Biases in research

- **Systemic Bias:** Research in STEM fields that does not consider diverse inputs may reflect the biases of the researchers. For example, a study on workplace dynamics that only surveys participants from a particular demographic might overlook the experiences of women or minority groups, thus providing an incomplete understanding of the workplace environment.
- **Sampling Bias:** When conducting STEM research, the selection of study participants or variables can introduce bias. If the sample is not representative of diverse populations, the findings may be skewed. For example, a study on medical outcomes that fails to include data from diverse ethnic groups might miss important variations in how different groups respond to treatment.
- **Lack of Inclusive Testing:** If STEM research is not tested across a wide range of demographic groups, the resulting findings may be accurate for the majority but less so for minority populations. For instance, clinical trials for new medications that do not include a diverse participant pool can lead to treatments that are less effective or carry unrecognized risks for underrepresented groups.

Biases in usability



- **Design Bias:** Research tools or software developed without considering the needs of diverse users might be less intuitive or accessible. For example, data visualization tools that use color schemes hard to distinguish for color-blind researchers can create challenges in data interpretation.
- **Accessibility Issues:** Research platforms or tools that don't accommodate users with disabilities may exclude a significant portion of the scientific community. Lack of support for screen readers, insufficient contrast, or interfaces that require fine motor skills can hinder participation and engagement from researchers with varying needs.
- **Cultural Relevance:** Research tools or educational resources that ignore cultural differences may be less effective or relatable. For example, scientific training software that uses examples and contexts familiar only to a Western audience may not resonate with researchers or students from different cultural backgrounds as effectively.

Facial recognition

- Gender analysis: systems performed better on men's faces than on women's faces
- Race analysis: systems performed better on lighter-skin than darker-skin.
- Intersectional analysis: system performed worst for Black women. Error rates were 35% for darker-skinned women, 12% for darker-skinned men, 7% for lighter-skinned women and less than 1% for lighter-skinned men.
- Buolamwini, J., & Gebru, T. (2018). Gender Shades: Intersectional accuracy disparities in commercial gender classification. In Conference on fairness, accountability and transparency, 77-91.



Fundamental research?



REusable MAsk Patterning (REMAP)

Funded by the European Union under the European Innovation Council Pathfinder Open scheme grant no. 101046909: REMAP, Reusable Mask Patterning. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or of the European Innovation Council. Neither the European Union nor the granting authority can be held responsible for them.



REMAP
microfab green.0

“REusable MAsk Patterning” (REMAP)

- REMAP envisions a **radically new and green surface patterning technique** based on the spontaneous formation of reusable magnetic masks. Such masks are possible using fully adjustable and reversible interactions of "magnetorheological electrolytes" (MRE) on a **substrate and microstructured magnetic fields generated by a permanent array of electromagnets below the substrate**. By selectively **activating each micro-electromagnet**, it is possible to modulate the intensity and shape of the magnetic field (hence the mask) over space and time.
- This way, REMAP **enables high-throughput area-selective additive and subtractive patterning** on a surface at room temperature and pressure.
- Furthermore, **the newly devised MREs and the tuneable magnetic array** developed within REMAP will pave the way to a plethora of future applications from lab-on-a-chip biomedicine, NMR analysis and smart fluids for robotic space exploration.

“REusable MAsk Patterning” (REMAP)



Problem



Surface
patterning?



Solution



What?



How?



Impact

Gender+ in REMAP. Where?

Moreover, REMAP has **societal outreach tasks** and **communication activities** at Science Festivals

At these occasions, fully **anonymous survey data** will be collected.

In this context, **gender data** will be collected, along with other variables such as **socio-economic indicators**, to reveal any potential **gender-related differences** in the statistical distribution of responses.

The results will also help **implementing further research** and let REMAP be an **ambassador of gendered science**.

The Team will **co-lead** the communication activities to comply with the **modern understanding of gendered science**

- Potential references to sex/gender

Micro-actions to promote an EDI perspective

Communication, dissemination and exploitation activities
(scientists and general public)

Collection of data about the participants to events and activities

Languages, images (inclusive terminology across all WPs)

Speak about the approach on gender, add mentions in the **slides, in acknowledgements in articles, in interviews, in reports, etc.**

Give visibility to any action related to the gender dimension: **posts, Instagram, Facebook, etc.**

Resources: European Union



WHERE TO START

Research and innovation



[Home](#) > [Funding](#) > [Funding opportunities](#) > [Funding programmes and open calls](#) > [Horizon Europe](#) > [Horizon Europe work programmes](#)

Horizon Europe work programmes

What work programmes are, what they cover, download available Horizon Europe work programmes.

PAGE CONTENTS

Work programmes under
Horizon Europe

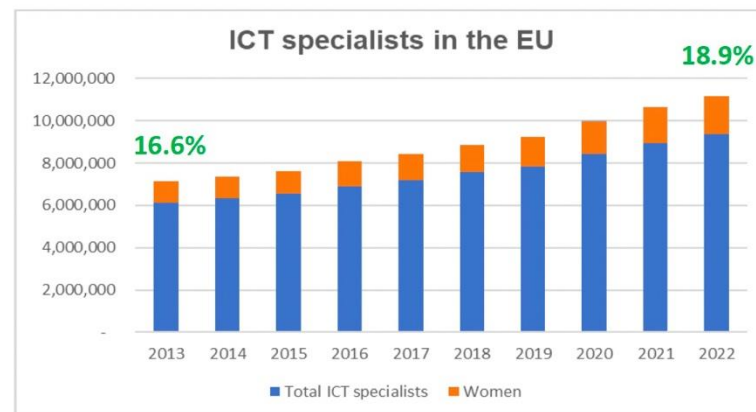
Work programmes under Horizon Europe



Women account for 51% of the EU population.¹

Girls/women make up only **one-third** of science, technology, engineering, and mathematics **(STEM) graduates.**²

Girls/women make up a mere **one-fifth** of Information and Communications Technology **(ICT) specialists.**³



1. Eurostat dataset, [Population on 1 January by age and sex \[demo_pjan\]](#) (last checked: March 2024).

2. Eurostat dataset, [Graduates in tertiary education, in science, math., computing, engineering, manufacturing, construction, by sex - per 1000 of population aged 20-29 \[educ_uoe_grad04\]](#) (last checked: March 2024).

3. Eurostat dataset, [Employed ICT specialists by sex \[isoc_sks_itsps_custom_8150801\]](#) (last checked: March 2024).

4. (Graph) Eurostat dataset, [Employed ICT specialists by sex](#) (last checked: March 2024).



Girls and Women in Digital - DIGITAL-2024-ADVANCED-SKILLS-06-WOMEN POLICY: Ministerial Declaration

The 2019 **Ministerial Declaration ‘Commitment on Women in Digital’** is a formal commitment to **working collaboratively on the causes of girls’ and women’s under-representation in ICT.**

26 European Member States, Norway and the UK signed this Declaration.

Ministerial Declaration Content:

- | | | |
|--|--|--|
| 1. Enacting strategies for gender equality | 2. Promoting positive portrayals of women in ICT | 3. Establishing a Europe-wide Girls & Women in ICT Day |
| 4. Fostering a non-discriminatory work culture | 5. Achieving greater compositional balance | 6. Enhancing monitoring |

Ministerial Declaration Monitoring via the ‘Women in Digital (WiD) Scoreboard/Index’:

- [WiD Scoreboard 2022](#)
- [WiD Scoreboard 2021](#)
- [WiD Scoreboard 2020](#)
- [WiD Scoreboard 2019](#)
- [WiD Scoreboard 2018](#)

For more information: [EU countries commit to boost participation of women in digital | Shaping Europe’s digital future \(europa.eu\)](#).

●●● 8



Girls and Women in Digital - DIGITAL-2024-ADVANCED-SKILLS-06-WOMEN POLICY: Digital Decade Policy Programme & Co.

Digital Decade Policy Programme (DDPP)

Digital Target:

Employing at least **20 million ICT specialists** in the Union by 2030 + promoting the access of women to this field (= **gender convergence**) & increasing the number of **ICT graduates**.

[Decision \(EU\) 2022/2481 establishing the 2030 digital decade policy programme](#)

2023 Report on the State of the Digital Decade

Critical for successful digital transformation:

- ensuring enough ICT specialists in the EU;
- leveraging **women's contributions to the sector**;
- building an **inclusive & competitive** Europe.

[2023 Report on the state of the Digital Decade | Shaping Europe's digital future \(europa.eu\)](#)

National Digital Decade strategic Roadmaps

- Detailing the **adopted or planned actions** up to 2030 to reach **collectively the digital targets** and general objectives set by the Digital Decade Policy Programme 2030;
- Containing the national **projected trajectories**, as well as the **expected impact of the policies, measures and actions**.

[National Digital Decade strategic roadmaps | Shaping Europe's digital future \(europa.eu\)](#)

THE PROBLEM 1/2

- Although women make up 57% of university graduates in the EU, only 25% of them graduate in ICT-related fields.
- Women entering the digital sector tend to leave more frequently than men, particularly between the ages of 30 and 44, a critical period for career advancement and family planning.
- Persistent strong unconscious biases about gender roles in digital professions affect women's participation and advancement

THE PROBLEM 2/2

- Although women make up 57% of university graduates in the EU, only 25% of them graduate in ICT-related fields.
- Women entering the digital sector tend to leave more frequently than men, particularly between the ages of 30 and 44, a critical period for career advancement and family planning.
- Persistent strong unconscious biases about gender roles in digital professions affect women's participation and advancement

The first and most relevant resource

The screenshot shows the homepage of the Gendered Innovations website. The header features the title "Gendered Innovations" in large white font on a dark red background, followed by the subtitle "in Science, Health & Medicine, Engineering, and Environment". Navigation links for Home, Contributors, Links, Translations, and Contact Us are present, along with a search bar. The main content area is divided into several sections: a left sidebar with navigation categories like "What is Gendered Innovations?", "SEX & GENDER ANALYSIS", "CASE STUDIES", "INTERSECTIONAL DESIGN", "POLICY RECOMMENDATIONS", and "VIDEOS"; a central banner with a Leonardo da Vinci Vitruvian Man illustration and the text "and Gender Methods for Research | Gendered Innovations"; a right sidebar with vertical category labels: "ENVIRONMENT", "ENGINEERING", "HEALTH & MEDICINE", and "SCIENCE"; and a bottom section titled "FEATURED CASE STUDIES" with three cards: "Marine Science: Analyzing Sex" (with a clownfish image), "Chronic Pain: Analyzing How Sex and Gender Interact" (with a group of people icon), and "Facial Recognition: Analyzing Gender and Intersectionality in Machine Learning" (with a face and circuit icon). A text box on the right explains why gendered innovations are important.

Gendered Innovations in Science, Health & Medicine, Engineering, and Environment

Home | Contributors | Links | Translations | Contact Us | Search The Site

What is Gendered Innovations?

SEX & GENDER ANALYSIS

- General Methods
- Specific Methods
- Terms
- Checklists

CASE STUDIES

- Science
- Health & Medicine
- Engineering
- Environment

INTERSECTIONAL DESIGN

POLICY RECOMMENDATIONS

VIDEOS

How to cite website

and Gender Methods for Research | Gendered Innovations

ENVIRONMENT
ENGINEERING
HEALTH & MEDICINE
SCIENCE

ENGINEERING
Sex a

FEATURED CASE STUDIES

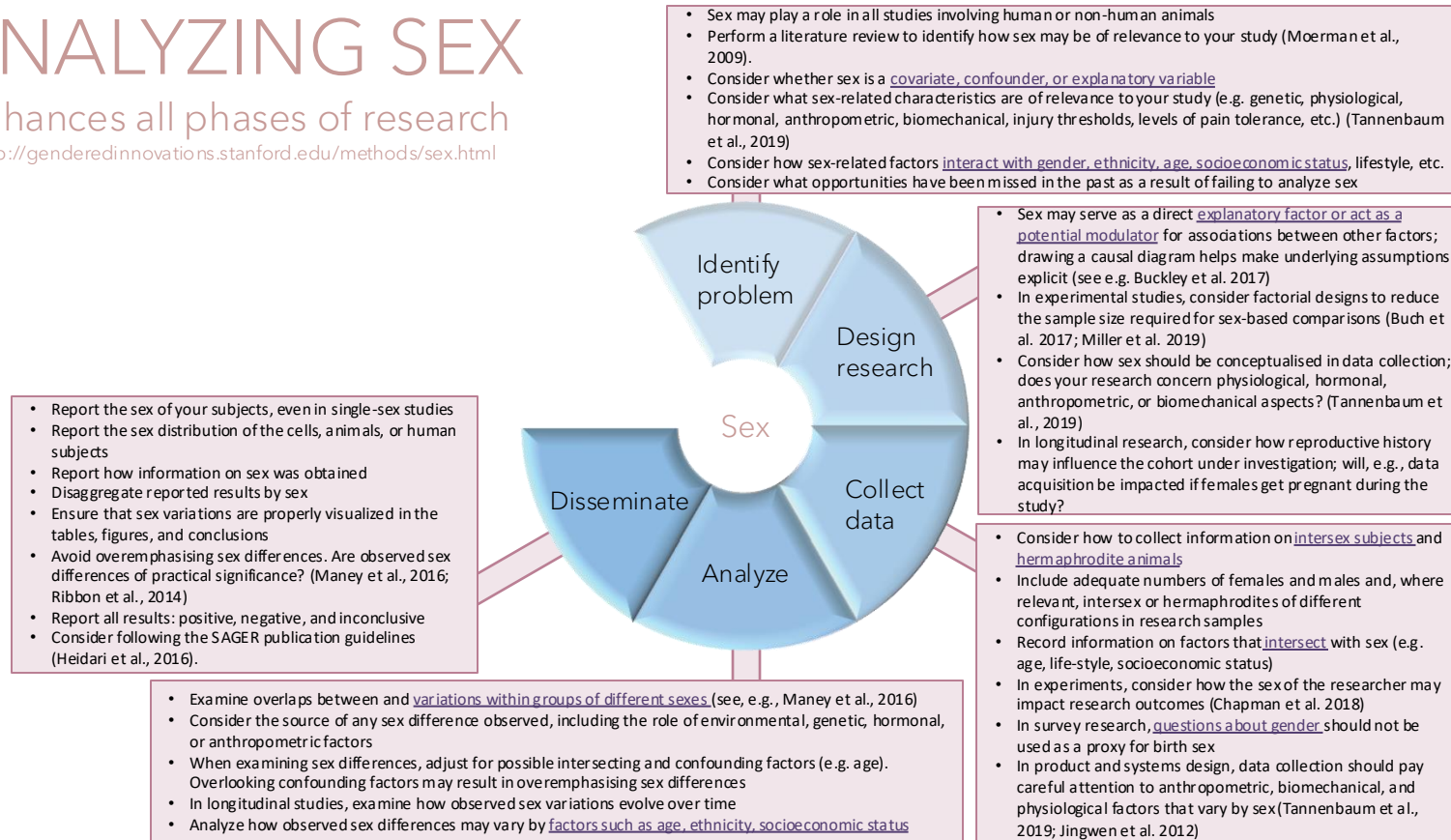
- Marine Science: Analyzing Sex
- Chronic Pain: Analyzing How Sex and Gender Interact
- Facial Recognition: Analyzing Gender and Intersectionality in Machine Learning

Why Gendered Innovations?
Gendered Innovations employs methods of sex, gender, and intersectional analysis to create new knowledge.

ANALYZING SEX

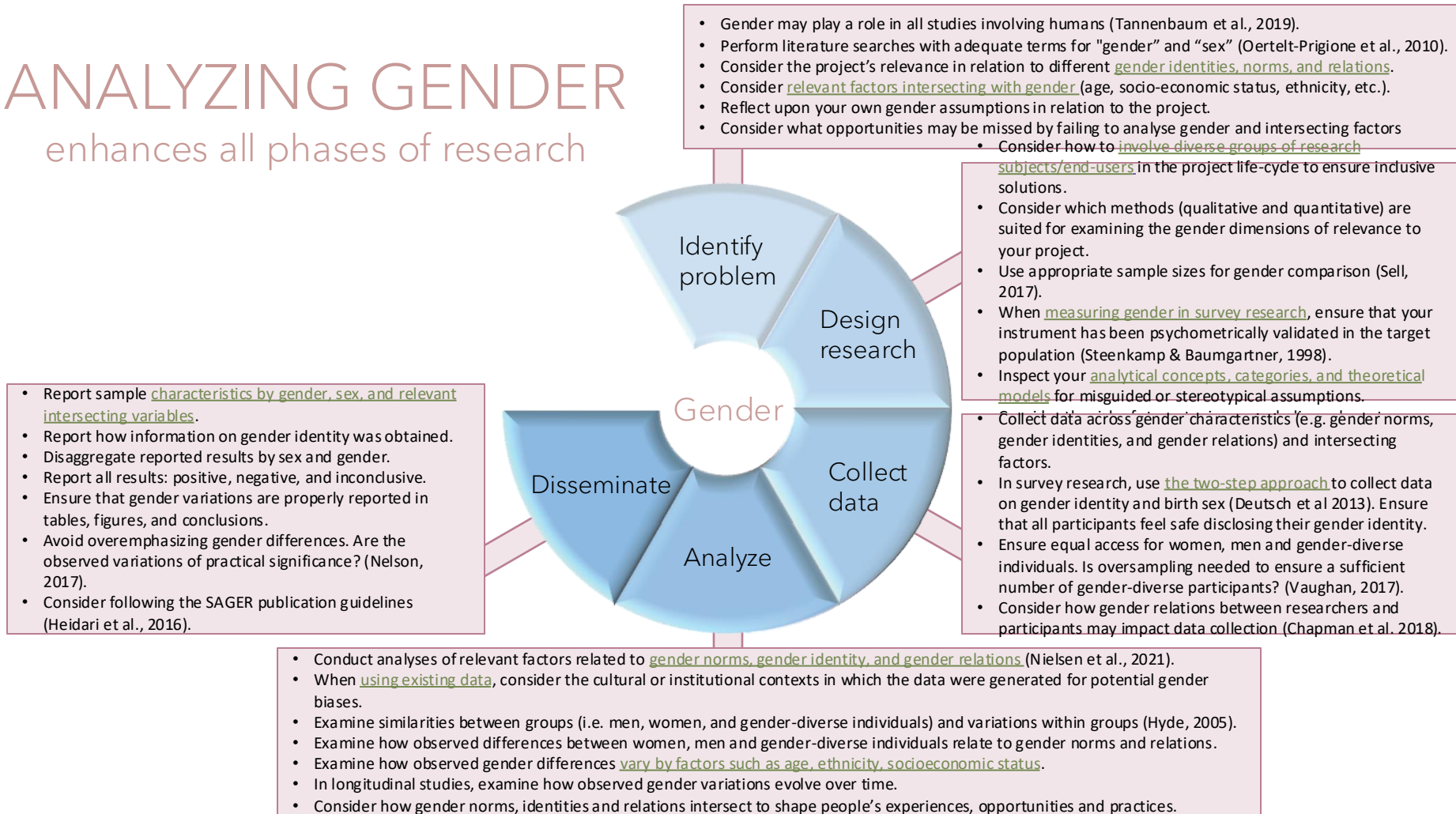
enhances all phases of research

<http://genderedinnovations.stanford.edu/methods/sex.html>



ANALYZING GENDER

enhances all phases of research



- Gender may play a role in all studies involving humans (Tannenbaum et al., 2019).
- Perform literature searches with adequate terms for "gender" and "sex" (Oertelt-Prigione et al., 2010).
- Consider the project's relevance in relation to different [gender identities, norms, and relations](#).
- Consider [relevant factors intersecting with gender](#) (age, socio-economic status, ethnicity, etc.).
- Reflect upon your own gender assumptions in relation to the project.
- Consider what opportunities may be missed by failing to analyse gender and intersecting factors
 - Consider how to [involve diverse groups of research subjects/end-users](#) in the project life-cycle to ensure inclusive solutions.

- Consider which methods (qualitative and quantitative) are suited for examining the gender dimensions of relevance to your project.
- Use appropriate sample sizes for gender comparison (Sell, 2017).
- When [measuring gender in survey research](#), ensure that your instrument has been psychometrically validated in the target population (Steenkamp & Baumgartner, 1998).
- Inspect your [analytical concepts, categories, and theoretical models](#) for misguided or stereotypical assumptions.

- Collect data across gender characteristics (e.g. gender norms, gender identities, and gender relations) and intersecting factors.
- In survey research, use [the two-step approach](#) to collect data on gender identity and birth sex (Deutsch et al 2013). Ensure that all participants feel safe disclosing their gender identity.
- Ensure equal access for women, men and gender-diverse individuals. Is oversampling needed to ensure a sufficient number of gender-diverse participants? (Vaughan, 2017).
- Consider how gender relations between researchers and participants may impact data collection (Chapman et al. 2018).

- Conduct analyses of relevant factors related to [gender norms, gender identity, and gender relations](#) (Nielsen et al., 2021).
- When [using existing data](#), consider the cultural or institutional contexts in which the data were generated for potential gender biases.
- Examine similarities between groups (i.e. men, women, and gender-diverse individuals) and variations within groups (Hyde, 2005).
- Examine how observed differences between women, men and gender-diverse individuals relate to gender norms and relations.
- Examine how observed gender differences [vary by factors such as age, ethnicity, socioeconomic status](#).
- In longitudinal studies, examine how observed gender variations evolve over time.
- Consider how gender norms, identities and relations intersect to shape people's experiences, opportunities and practices.

- Report sample [characteristics by gender, sex, and relevant intersecting variables](#).
- Report how information on gender identity was obtained.
- Disaggregate reported results by sex and gender.
- Report all results: positive, negative, and inconclusive.
- Ensure that gender variations are properly reported in tables, figures, and conclusions.
- Avoid overemphasizing gender differences. Are the observed variations of practical significance? (Nelson, 2017).
- Consider following the SAGER publication guidelines (Heidari et al., 2016).



Computer Science Curriculum: Intersectional Approaches

ABSTRACT

FULL CASE STUDY

The Challenge

Computer science (CS) education often hones mathematical and engineering skills, while considering moral, social, and political reasoning beyond its scope. As we have seen in recent years, this can result in programs that amplify social inequities. [Google Translate](#), for example, often defaults to the masculine pronoun when translating news articles from Spanish to English, thereby reinforcing the notion that primarily men are active intellectuals. Similarly, word embedding characterizes typical European American names as pleasant and names associated with African Americans as unpleasant—again exacerbating social biases (Zou & Schiebinger, 2018). Computer science courses that focus solely on technical programming and mathematical approaches fail to prepare students to understand how computing influences legal, governmental, economic, and cultural systems (Ko et al., 2020). Embedding intersectional analysis in core CS courses can sharpen students' critical skills to recognize systemic injustices perpetrated by technology—and better prepare the scientific workforce for the future.

Method: Intersectional Approaches

Rethinking concepts such as “technical,” “engineering,” and “programming” can help students recognize that moral, social, and political issues raised by computing technologies *are* part of computer science and deserve their attention. Computing decisions are value-laden and have impacts on different social groups. This is true whether or not researchers *recognize* those impacts. When current values are recognized, researchers and students have the opportunity to reflect on them, challenge them, and transform them.

Gendered Innovations:

- 1. Remaking the Computing Research Ecosystem:** Responsible computing has become a priority in the European Union, the U.S., and elsewhere. A responsible computing ecosystem can be encouraged by integrating intersectional analyses into funding applications, peer-review processes, and company audits, as well as by incentivizing cross-disciplinary partnerships between technologists, humanists, and social scientists.
- 2. Emerging CS Courses:** Since 2017, universities have been developing “Embedded EthiCS” that integrate intersectional sociocultural analysis into core CS courses. This case study highlights some of these emerging programs.
- 3. Inclusive Language and Visualization in Course Content** Both industry and governments have a role to play in supporting the transition to sustainable fashion. Industries, particularly investment companies, can analyze environmental, social, and governance (ESG) factors to measure sustainability and ethical impacts before investing in a specific company—and rebalance their portfolio towards companies with high ESG scores.

[Go to Full Case Study](#) >



Computer Science Curriculum: Intersectional Approaches

ABSTRACT

FULL CASE STUDY

The Challenge

Intersectional Innovation 1: Remaking the Computing Research Ecosystem

Intersectional Innovation 2: Emerging CS Courses

Intersectional Innovation 3: Inclusive Language and Visualization in Course Content

Next Steps

The Challenge


Computer science (CS) education often hones mathematical and engineering skills, while considering moral, social, and political reasoning beyond its scope. As we have seen in recent years, this can result in programs that amplify social inequities. [Google Translate](#), for example, often defaults to the masculine pronoun when translating news articles from Spanish to English, thereby reinforcing the notion that primarily men are active intellectuals. Similarly, word embedding characterizes typical European American names as pleasant and names associated with African Americans as unpleasant—again exacerbating social biases (Zou & Schiebinger, 2018). Computer science courses that focus solely on technical programming and mathematical approaches fail to prepare students to understand how computing influences legal, governmental, economic, and cultural systems (Ko et al., 2020). Embedding intersectional analysis in core CS courses can sharpen students' critical skills to recognize systemic injustices perpetrated by technology—and better prepare the scientific workforce for the future.

gender+

- Verloo, M. (Ed.) (2018), Varieties of Opposition to Gender Equality in Europe. New York, USA: Routledge; EU DG for R&I (2022): 'Approaches to Inclusive Gender Equality in Research and Innovation'
- https://gender-spear.eu/assets/content/policy-reflections/SPEAR_Policy%20Gender+.pdf
- <https://gender-spear.eu>



CA19122 - European Network For Gender Balance in Informatics (EUGAIN)

 Downloads[Home](#) > [Browse Actions](#) > European Network For Gender Balance in Informatics (EUGAIN)**Description**

Management Committee

Main Contacts and Leadership

Working Groups and Membership

Description

Women are underrepresented in Informatics (Computer Science, Computer Engineering, Computing, ICT) at all levels, from undergraduate and graduate studies to participation and leadership in academia and industry. Increasing female representation in the field is a grand challenge for academics, policymakers, and society as a whole. Although the problem is evident, progress has been invariably slow, in spite of all the momentum and impulse for change happening across Europe. The main aim of this COST Action is to

Action Details

 MoU - 025/20 CSO Approval date -

Sex and Gender dimension in frontier research - ERC Workshop 2020

The **video recording** of the event, some of the **presentations** and **written Q&A** are now available at the events' webpage:

- <https://erc.europa.eu/event/sex-and-gender-dimension-frontier-research>
- **Krishna GUMMADI**, Max Planck Institute (DE)
Project: FairSocialComputing, "Gender Bias in Algorithmic Decision Making"
- **Sandra PONZANESI**, Utrecht University (NL)
Project: CONNECTING EUROPE, "Migration, Digital media and Emotions»"
- **Judi MESMAN**, Leiden University College (NL)
Project: Boys will be boys?, "The childhood origins of gendered societal roles" - Publications relevant to presentation
- **Iñaki PERMANYER**, Center for Demographic Studies (ES)
Project: EQUALIZE, "Equalizing or disequalizing? Opposing socio-demographic determinants of the spatial distribution of welfare" - Presentation
- **Claudia ALLEMANI**, London School of Hygiene & Tropical Medicine (UK), Presentation
Project: VENUSCANCER "Women's cancers: do variations in patterns of care explain the world-wide inequalities in survival and avoidable premature deaths?"

A Critical Review and New Directions for Queering Computing and Computing Education

Dylan Paré

Werklund School of Education

University of Calgary

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Paré, Dylan. 2021. "A Critical Review and New Directions for Queering Computing and Computing Education."
In George Noblit (Ed.), Oxford Research Encyclopedia of Education. New York: Oxford University
Press. doi:10.1093/acrefore/9780190264093.013.ORE_EDU-01524.R1

<https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1524>



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EUROPEAN INSTITUTE OF
INNOVATION AND TECHNOLOGY

We promote women leadership and empower women to become the next generation of women
leaders in innovation, business, entrepreneurship and technology

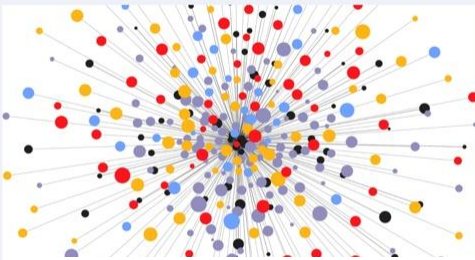
Scientific Conference

ERC Annual Conference 2023: Research on Diversity & Diversity in Frontier Research

28 November 2023
08:30 - 18:00 CET

Covent Garden, Place Rogier 16, Brussels (25th floor) + Online
European Research Council

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MSCA Cluster event on cancer research and innovation

Virtual meeting 18 -19 March 2021

Over 50 promising research projects from Marie Skłodowska-Curie Actions (MSCA) programme Results in the field of cancer research and innovation.

Five scientific panels:

Diagnostics support to clinicians

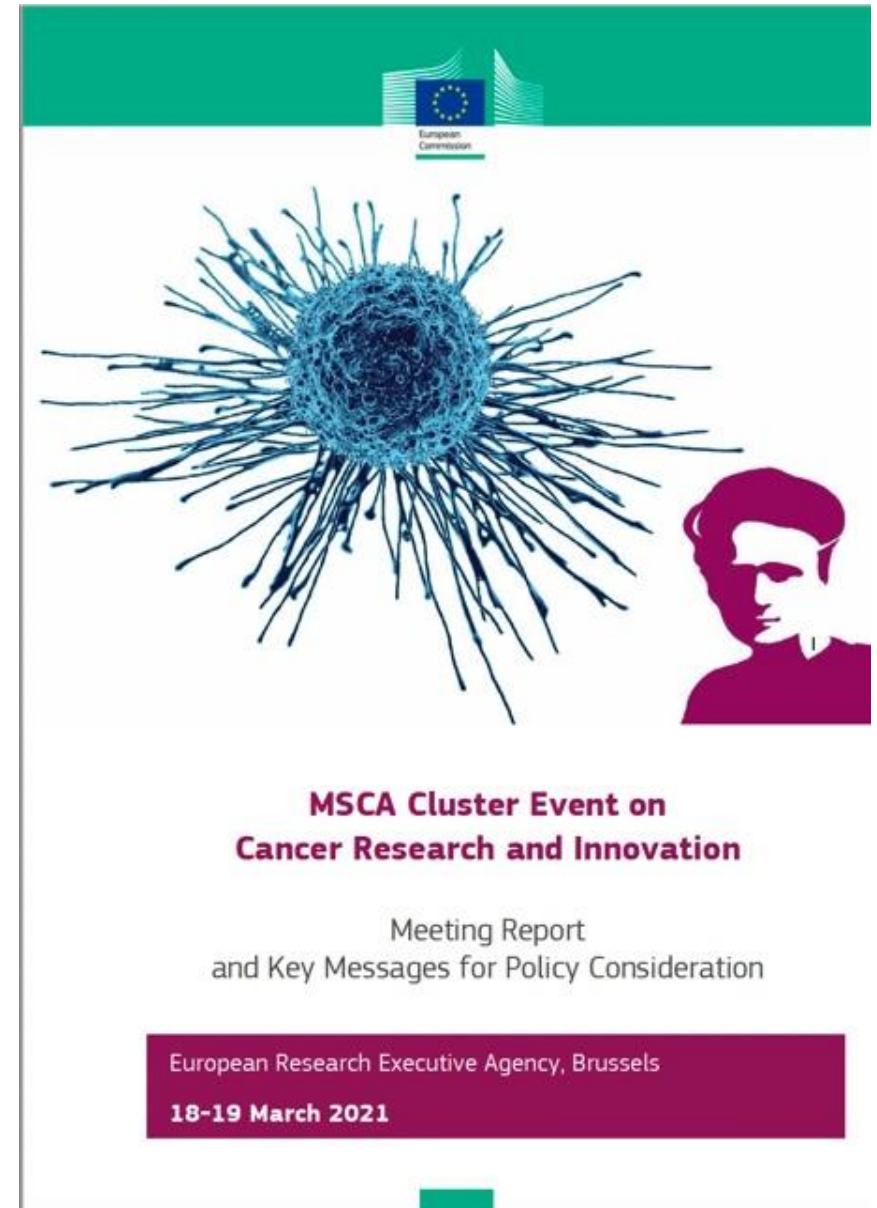
Drug development and therapy

Immunotherapy

Prevention and Personalized medicine

Quality of life of patients and survivors

https://rea.ec.europa.eu/system/files/2021-06/Report_MSCA_Cancer_Cluster_0.pdf



List of Horizon 2020 MSCA cancer related projects

450 IF, 30 RISE, 10 COFUND, 100 ITN

Research	Title	Abstract	MSCA Keywords with order number	Free Keywords						
15	MELanoma GENetics - under	MELGEN (MELanoma GENetics) – understand	1-GENOMICS, COMPARATIVE GENOMICS, FUNCTIONAL GENOMICS, 2-G	MELANOMA, MELANOMA SPECIFIC SURVIVAL, IMMUNOLOGICAL RESPONSES TO CANCER						
14	Training Network for the Im	In the European Union, cancer is the leadin	1-CANCER AND ITS BIOLOGICAL BASIS, 2-INNATE IMMUNITY AND INFLA	IMMUNOTHERAPY, ANTIBODIES, COMBINATION THERAPY						
15	ONCOgenic Receptor Netwo	Cancer is a leading health concern. There is	1-BIOCHEMISTRY AND MOLECULAR MECHANISMS OF SIGNAL TRANSDU	G PROTEIN-COUPLED RECEPTOR, CHEMOKINE, ONCOGENESIS, BETA-ARRESTIN						
15	Peptide-Drug Conjugates fo	Many tumor cells are characterized by the c	1-ORGANIC CHEMISTRY, 2-PEPTIDE CHEMISTRY, 3-BIOLOGICAL CHEMIS	PEPTIDE-DRUG CONJUGATES TUMOR TARGETING HOMING DEVICE CYTOTOXIC DRUG NATURAL PRODUCTS DRUG DELIVERY						
15	UNDERSTANDING THE CLOS	Bacterial endospores are the most resistant	1-CELL DIFFERENTIATION, PHYSIOLOGY AND DYNAMICS, 2-TRANSCRIPT	ENDOSPORE, CLOSTRIDIUM, SPORULATION, GERMINATION, DISEASE TRANSMISSION, FOOD SPOILAGE, FOOD POISONING, BIOFUELS, CANCER THERAPY, COMBATING						
13	Toll-like Receptor 4 activati	Based on an international team derived fro	1-BIOLOGICAL CHEMISTRY, 2-MOLECULAR BIOLOGY AND INTERACTION	MEDICINAL CHEMISTRY; LIGAND-RECEPTOR INTERACTIONS; LIPID A; LPS; NMR; FLUORESCENCE; TLR4 SIGNALING; NANOPARTICLES; SEPSIS; ASTHMA; INFECTIOUS DISE						
15	Exploiting MELanoma disea	Novel treatment options and associated pe	1-CANCER AND ITS BIOLOGICAL BASIS,	CANCER, MELANOMA, SYSTEMS BIOLOGY, SYSTEMS MEDICINE, MOLECULAR MEDICINE						
3	Real time therapy planning	AdapTT will unlock the potential for develo	1-DIAGNOSTIC TOOLS (E.G. GENETIC, IMAGING), 2-BIOPHYSICS, 3-NUM	THERMAL THERAPY, THERAPY PLANNING, ONCOLOGY CARE, BIOPHYSICS MODELING						
12	Radiation Innovations for Th	Approximately 45-60% of all cancer patient	1-RADIATION THERAPY, 2-CANCER AND ITS BIOLOGICAL BASIS, 3-DIAGN	RADIATION RESPONSE, EXPERIMENTAL THERAPEUTICS, CANCER MODELS, IMAGING						
15	Infrared sensing made visibl	The mid-infrared (mid-IR) wavelength rang	1-OPTICAL ENGINEERING, PHOTONICS, LASERS, 2-SPECTROSCOPIC AND	MID-INFRARED, UPCONVERSION, QCL, OPO, SUPERCONTINUUM, DIAL, HYPERSPECTRAL IMAGING, CANCER RESEARCH, MEDICAL IMAGING, GAS ANALYSIS						
11	Epigenetic regulation of end	The mission of EpiPredict is to train a multi	1-EPIGENETICS AND GENE REGULATION, 2-SYSTEMS BIOLOGY, 3-BIOLOG	SYSTEMS MEDICINE, (ER POSITIVE) BREAST CANCER, ENDOCRINE DRUG RESISTANCE.						
13	European Training Network	The aim is to create an innovative European	1-MECHANISMS OF PAIN,	BONE PAIN, MUSCULOSKELETAL PAIN, ARTHRITIC PAIN, CANCER-INDUCE BONE PAIN, FRACTURE PAIN, ANIMAL MODELS, BEHAVIOUR TESTS, PERIPHERAL NEURAL MEC						
15	Research Training Network	Cell migration (cell motility) is a fundamen	1-BIOLOGICAL SYSTEMS ANALYSIS, MODELLING AND SIMULATION,	CELL MIGRATION - CYTOSKELETON - FLUORESCENCE MICROSCOPY - TRACTION FORCE MICROSCOPY - IMAGE ANALYSIS - MATHEMATICAL MODELING						
15	Development of Selective Ca	IMMUNOSHAPe aims at training a new gene	1-BIOMATERIALS, BIOMATERIALS SYNTHESIS, 2-ORGANIC CHEMISTRY, 3	IMMUNE THERAPY, GLYCOMIMETICS, HIGH-THROUGHPUT SCREENING, ANTIGEN PRESENTING CELLS, C-TYPE LECTIN RECEPTORS, MICROARRAY TECHNOLOGY, AUTOM						
11	MEDICIS-produced radioiso	Pure accelerated radioisotope beams have	1-MEDICAL ENGINEERING, BIOMEDICAL ENGINEERING AND TECHNOLOG	ISOTOPE MASS SEPARATION; TARGETED RADIOTHERAPY; THERANOSTIC ISOTOPE PAIRS; HADRON THERAPY WITH PET CARBON IONS; PET IMAGING; RADIOPHARMACEU						
15	Chromatin Dynamics in Dev	The cell nucleus is organized and compartm	1-EPIGENETICS AND GENE REGULATION, 2-MOLECULAR BIOLOGY AND I	CHROMATIN ORGANIZATION, CELL NUCLEAR STRUCTURE, EPIGENETICS, CANCER, EPIGENETIC REGULATION OF DEVELOPMENTAL PROCESSES, GENOMICS, PROTEOMIC						
15	Rapid Bioprocess Developm	Reducing lead times of new medicinal drug	1-INDUSTRIAL BIOENGINEERING,	BIOPROCESS DEVELOPMENT, QBD, PAT, OPTIMISATION, HIGH THROUGHPUT, BIOPHARMACEUTICALS						
5	Viruses, Immune stimulatio	The Viruses, Immune stimulation and RNA	1-NON-COMMUNICABLE DISEASES (EXCEPT FOR NEURAL/PSYCHIATRIC	IMMUNE THERAPY, ADAPTIVE CELL THERAPY, TUMOR-INFILTRATING LYMPHOCYTES, ANTI-TUMOUR IMMUNE RESPONSE, ONCOLYTIC VIRO THERAPY, RNA INTERFERENC						
11	A training network for the c	ProteinConjugates is an inter- and multi-di	1-PEPTIDE CHEMISTRY, 2-BIOLOGICAL CHEMISTRY, 3-MEDICINAL CHEM	AQUEOUS REACTION ENGINEERING; MOLECULAR DYNAMICS; SUPRAMOLECULAR SELF-ASSEMBLY; PROTEIN MODIFICATION; ANTIBODIES; ANTIBODY-DRUG CONJUGAT						
14	MASS Spectrometry TRainin	MASSTRPLAN will train the next generation	1-SPECTROSCOPIC AND SPECTROMETRIC TECHNIQUES, 2-BIOLOGICAL	LIPID OXIDATION, OXIDATIVE POST-TRANSLATIONAL MODIFICATIONS, LIPOXIDATION, INFLAMMATION, DIAGNOSTIC TOOLS						
13	Targeted small-molecule Sta	The goal of the TASPPI European Training N	1-MEDICINAL CHEMISTRY, 2-PHARMACOLOGY, PHARMACOGENOMICS,	PROTEIN-PROTEIN INTERACTIONS, 14-3-3 PROTEINS, DRUG DISCOVERY, PLATFORM TECHNOLOGY						
16	Optimization of Medical Ac	Cancer is a major social problem, and it is t	1-RADIATION THERAPY, 2-DIAGNOSTIC TOOLS (E.G. GENETIC, IMAGING)	PARTICLE BEAM THERAPY, BRAGG PEAK, IMAGING TECHNIQUES, BEAM DIAGNOSTICS, CELL BIOLOGY, ONCOLOGY, MONTE CARLO SIMULATIONS, TREATMENT PLANNIN						
14	Unraveling Principles of PDZ	PDZnet will create an innovative European	1-BIOCHEMISTRY AND MOLECULAR MECHANISMS OF SIGNAL TRANSDU	PROTEIN-PROTEIN INTERACTIONS, PROTEIN-LIPID INTERACTIONS, PDZ DOMAINS, SIGNALING, TRAFFICKING, CANCER, CNS DISEASES, INTRACELLULAR PROTEIN NETWO						
18	Deciphering PI3K biology in	The Phosphoinositide 3-kinase (PI3K) pathw	1-SIGNAL TRANSDUCTION, 2-COMPARATIVE PHYSIOLOGY AND PATHOP	PI3K ISOFORMS, KINASE DEAD MICE, ONCOLOGY, LIPID AND PROTEIN BIOCHEMISTRY, CELL SIGNALLING, ANGIOGENESIS, IMMUNITY, ENDOSOMAL TRAFFICKING, DRU						
15	Principles of Polarity – Integ	The ability of cells to polarize underlies the	1-MORPHOLOGY AND FUNCTIONAL IMAGING OF CELLS, 2-BIOPHYSICS,	CELL POLARITY						
15	PET Imaging in Drug Design	The drug development strategy currently p	1-RADIATION AND NUCLEAR CHEMISTRY, 2-PHARMACOLOGY, PHARMA	POSITRON EMISSION TOMOGRAPHY MOLECULAR IMAGING						
15	Endoplasmic Reticulum Stre	Endoplasmic reticulum (ER) stress is emergi	1-MOLECULAR BIOLOGY AND INTERACTIONS, 2-ORGANELLE BIOLOGY, 3	ER STRESS, UNFOLDED PROTEIN RESPONSE, CANCER, INFLAMMATION, NEURODEGENERATION, THERAPEUTIC TARGETS						
15	ALK Activation as a target of	This ETN is embedded into an established in	1-CANCER AND ITS BIOLOGICAL BASIS,	LYMPHOMA, ANAPLASTIC LYMPHOMA KINASE						
20	Image-Guided Surgery (IGS)	The basic concept of our proposal is to deve	1-DIAGNOSTIC TOOLS (E.G. GENETIC, IMAGING), 2-SURGERY, 3-PHARMA	LESS INVASIVE SURGERY, PERSONALIZED NANOMEDICINE APPROACHES, IMAGE GUIDED SURGERY, IMMUNOTHERAPY						
10	Deciphering the Metabolism	It has long been realised that metabolism is	1-METABOLOMICS, 2-SYSTEMS BIOLOGY, 3-CANCER AND ITS BIOLOGICA	METABOLISM OF HAEMATOLOGICAL CANCERS.						
13	Exploiting Glycosylation of	Colorectal cancer (CRC) is a major worldwid	1-INNATE IMMUNITY AND INFLAMMATION, 2-GLYCOMICS, 3-PROTEOM	COLORECTAL CANCER, GLYCOBIOLOGY						
9	Imaging and detection of tu	The overall objective of Glyco Imaging is to	1-MOLECULAR BIOLOGY AND INTERACTIONS,	GLYCAN, SIALIC ACID, TUMOR, MALIGNANT, IMAGING, FLUORESCENT, MAGNETIC, CLINICAL, DIAGNOSTIC, NANOPARTICLE						
11	European Network on Anti-	The EN-ACT12NG program (European Netwo	1-ADAPTIVE IMMUNITY, 2-GENE THERAPY, CELL THERAPY, REGENERATI	CHIMERIC ANTIGEN RECEPTORS; T CELL RECEPTOR; TUMOR-SPECIFIC T CELLS; TRANSLATIONAL IMMUNOLOGY; BIOCHEMISTRY OF SIGNALING; RECEPTOR CLUSTERING;						
16	Tribbles Research and Innov	This proposal was developed in the context	1-METABOLISM, BIOLOGICAL BASIS OF METABOLISM RELATED DISORDE	TRIBBLES, ADIPOSE, IMMUNITY, TREGS, MACROPHAGES, PROSTATE CANCER						
12	Translational Research Netw	The Translational Research Network for Pro	1-CANCER AND ITS BIOLOGICAL BASIS,	TRANSLATIONAL RESEARCH, PROSTATE CANCER, MODEL SYSTEMS, SYSTEMS BIOLOGY, SIGNALLING, ANDROGENRECEPTOR, TARGET FOR THERAPY.						

ERC Grants



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ERC FUNDED PROJECTS

cancer



FILTER

FUNDING SCHEME

- Starting Grant (StG) (5081)
- Consolidator Grant (CoG) (2431)
- Advanced Grant (AdG) (3084)
- Proof of Concept (PoC) (1271)
- Synergy Grants (SyG) (114)

CALL YEAR

Displaying 1 - 10 of 1100. Show 10 | 20 | 50 | 100 results per page.

Project acronym	20SInhibitor
Project	Selective 20S proteasome inhibition for multiple myeloma therapy
Researcher (PI)	Michal SHARON
Host Institution (HI)	WEIZMANN INSTITUTE OF SCIENCE
Country	Israel
Call Details	Proof of Concept (PoC), ERC-2018-PoC

The 5 EU Missions

1. Adaptation to Climate Change: support at least 150 European regions and communities to become climate resilient by 2030
2. Cancer: working with Europe's Beating Cancer Plan to improve the lives of more than 3 million people by 2030 through prevention, cure and solutions to live longer and better
3. Restore our Ocean and Waters by 2030.
4. 100 Climate-Neutral and Smart Cities by
5. A Soil Deal for Europe: 100 living labs and lighthouses to lead the transition towards healthy soils by 2030.

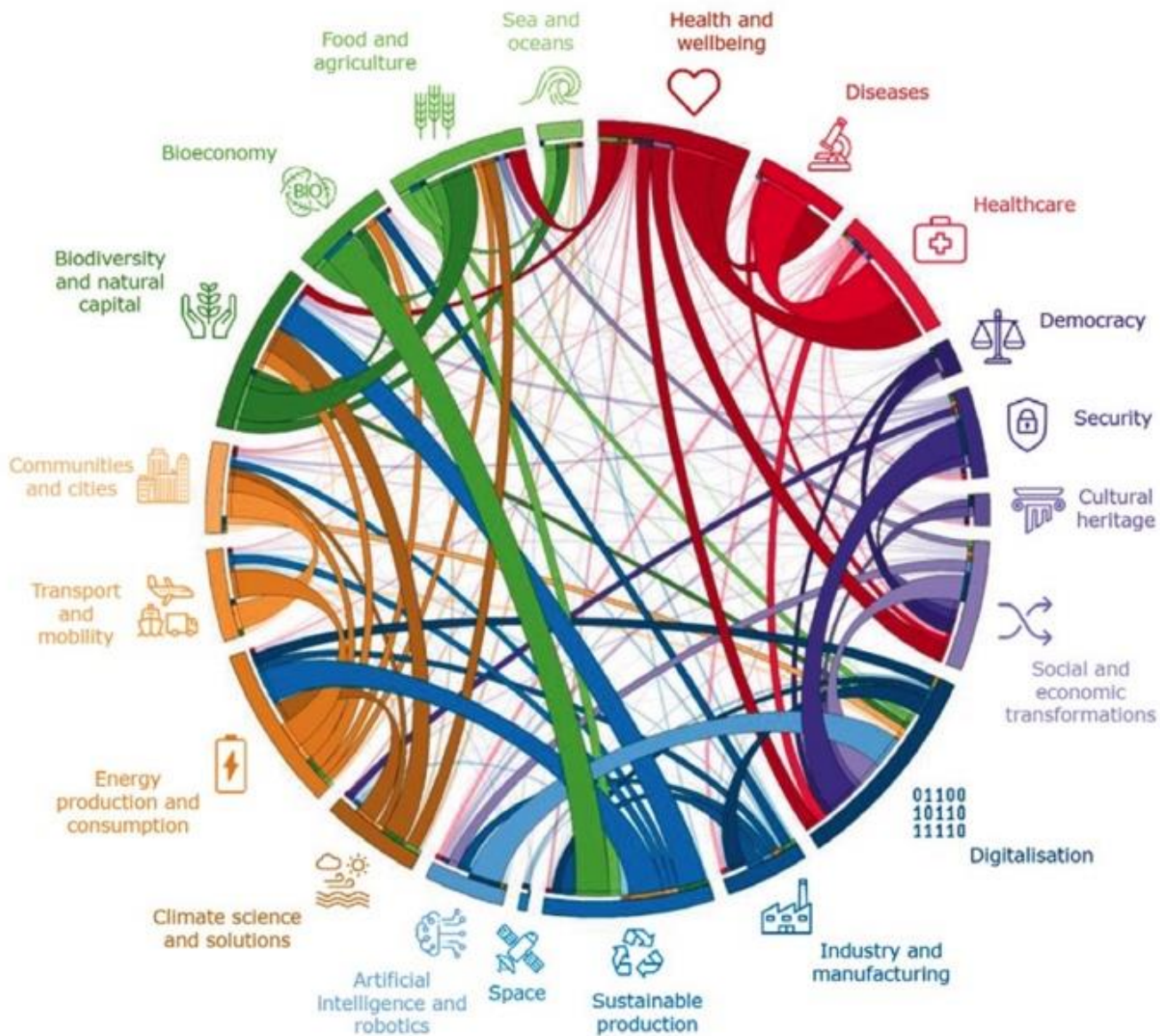


Figura 4. Interrelazione tra le cinque aree di missione selezionate dall'Unione Europea¹¹

<https://ca-priority.eu>



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PRIORITY • COST ACTION CA20101

Plastics Monitoring Detection Remediation Recovery

PRIORITY is a science and technology research network focused on developing, implementing, and consolidating strategies to tackle the global challenges of **micro- and nanoplastics** in the environment.

↓ [KNOW MORE](#)



The three GoNano white papers

The main addressees of the paper are **process organisers and/or researchers** in a position to put co-creation into practice.

- *White paper 1 explores the opportunities and drawbacks of using co-creation as a tool to enhance the responsiveness of nanotechnology research and innovation to societal needs and values. The white paper highlights the findings from the GoNano co-creation process and suggests five rules of thumb for prospective co-creation practitioners.*
- It is mainly targeted at researchers, engineers and other stakeholders involved in research and innovation.
- *White paper 2 provides insights on how to implement co-creation, considering research as well as the innovation ecosystem.*
- It addresses industrial and business partners, research institutions, and policy makers involved in research and innovation.
- *White paper 3 provides guidance on how to realise co-creation in the light of a gender and diversity perspective in order to better integrate these perspectives into nano-related research and innovation.*
- <https://ec.europa.eu/research/participants/documents/downloadPublic?documentIds=080166e5d2713ebe&appld=PPGMS>



Inclusive language(s)

- Gendered Innovations. Rethinking Language and Visual Representations
<https://genderedinnovations.stanford.edu/methods/language.html>
- Academia. A Guide to Inclusive Language in Academia. Course taught by Molly Bolding <https://www.academia.edu/courses/g1VaZ6?tab=0&v=vbR4RJ>
- Nasaa. National assembly of State Arts Agencies [Guiding Principles for Using Inclusive Language](https://nasaa-arts.org/nasaa_research/inclusive-language-guide/). https://nasaa-arts.org/nasaa_research/inclusive-language-guide/ General Resources; Race and Ethnicity; Ability; Age; Gender and Sexual Orientation; Socioeconomic Status; Framing for Change
- Inclusive language: GENDER-NEUTRAL LANGUAGE in the European Parliament
https://www.europarl.europa.eu/cmsdata/151780/GNL_Guidelines_EN.pdf

<https://www.leru.org/files/Gendered-Research-and-Innovation-Full-paper.pdf>

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- 4 List of recommendations
- 5 Introduction
- 6 Gendered research and innovation (GRI) in specific research areas
- 9 The role of social sciences and humanities in GRI
- 10 Integrating a gender perspective in different phases of the research process
- 11 Related issues: gender balance of teams and non-evidence-based assumptions
- 12 GRI in EU policies and programmes
- 14 The role of research universities – innovative practice and recommendations
- 16 The role of other actors - recommendations for governments, funding agencies and journals
- 17 Conclusions
- 19 References
- 22 Endnotes
- 23 Appendix: Examples of gendered research and innovation at LERU universities

LE
RU

ADVICE PAPER
No.18 - SEPTEMBER 2015

GENDERED RESEARCH AND INNOVATION:

INTEGRATING SEX AND GENDER ANALYSIS
INTO THE RESEARCH PROCESS

LEAGUE OF EUROPEAN RESEARCH UNIVERSITIES

University of Amsterdam - Universitat de Barcelona - University of Cambridge - University of Edinburgh
University of Freiburg - Université de Genève - Universität Heidelberg - University of Helsinki
Universiteit Leiden - KU Leuven - Imperial College London - University College London - Lund University
University of Milan - Ludwig-Maximilians-Universität München - University of Oxford
Pierre & Marie Curie University - Université Paris-Sud - University of Strasbourg
Utrecht University - University of Zurich

Improving Academic Research with a Gender Sensitive Approach

How is Gender Relevant in Academic Research?

Experience has shown that we can't assume that technology and research will benefit everyone equally. Impacts interact with existing social structures – such as gender inequality. Practitioners in International Development are already well-versed in techniques to identify and mitigate asymmetrical gender impacts and have developed toolkits and guides to meet these challenges – but they can be hard to apply in academic settings. The materials on these pages draw together expertise from the International Development sector and researchers in Higher Education in the Global South and the Global North, to create pithy and accessible tools that are aimed specifically at academic researchers seeking to implement gender sensitive research projects. On these pages you'll find practical tools, to help you do gender sensitive research, and briefings and clips on specific themes such as agriculture, climate change, economics, and IT.

Our simplified approach to 'Gender Sensitive Situational Analysis' is the best place to start

**Gender
Sensitive
Situational
Analysis**

[Five steps to a
gender sensitive
project](#)



[Take a look at
our briefings
and clips!](#)

Experts Explain: Doing Gender Sensitive Research



Why Gender Sensitive Research is Important: Engineering and Infrastructure Examples

Dr. Sarah Ssali



Gender and Human Computer Interaction

Dr. Maryam Mustafa



Doing Gender Sensitive Economics Research

Dr. Hadia Majid



Gender Sensitive Agricultural Research

Dr Tefide Kizildeniz



Engineering Humanitarian Technology Interventions for Gender

Dr Samer Abdelnour



Gender and Fieldwork

Dr. Sarah Ssali

Improving Academic Research with a Gender Sensitive Approach

<https://www.gender.ed.ac.uk/gender-sensitive-research/improving-research/>

The SAGER Guidelines: Sex and Gender Matter

GENERAL PRINCIPLES

• Authors should use the terms sex and gender carefully in order to avoid confusing both terms.

• Where the subjects of research comprise organisms capable of differentiation by sex, the research should be designed and conducted in a way that can reveal sex-related differences in the results, even if these were not initially expected.

• Where subjects can also be differentiated by gender (shaped by social and cultural circumstances), the research should be conducted similarly at this additional level of distinction.

BACKGROUND

Sex and gender differences are often overlooked in research design, study implementation and scientific reporting, as well as in general science communication. This oversight limits the generalizability of research findings and their applicability to clinical practice, in particular for women but also for men.

“ use by authors and reviewers, adoption by editors, respect by funders ”

The EASE Gender Policy Committee (GPC) works to advance gender- and sex-sensitive reporting and communication in science. It was established in 2012 as a group of editors and researchers from various disciplines who aim to contribute to better science and improved transparency.

Its focus is wide and encompasses the life, natural or social sciences, but also enhanced evidence-based practices, interventions and opportunities, for both women and men.

The GPC drafted a set of guidelines to encourage a more systematic approach to the reporting of sex and gender in research across disciplines. The resulting SAGER guidelines were published in May 2016 in 'BMC Research and Integrity and Peer Review', an open access journal. This present document is derived from that article, which explains the rationale of the guidelines and their recommended use. It is available in full at: <https://researchintegrityjournal.biomedcentral.com/articles/10.1186/s41073-016-0007-6>

¹Heidan et al. Sex and Gender Equity in Research: rationale for the SAGER guidelines and recommended use. *Research Integrity and Peer Review* (2016) 1:2 DOI 10.1186/s41073-016-0007-6

SAGER Guidelines

SAGER GUIDELINES: RECOMMENDATIONS PER SECTION OF THE ARTICLE

Title and abstract

If only one sex is included in the study, or if the results of the study are to be applied to only one sex or gender, the title and the abstract should specify the sex of animals or any cells, tissues and other material derived from these and the sex and gender of human participants.

Introduction

Authors should report, where relevant, whether sex and/ or gender differences may be expected.

Methods

Authors should report how sex and gender were taken into account in the design of the study, whether they ensured adequate representation of males and females, and justify the reasons for any exclusion of males or females.

Results

Where appropriate, data should be routinely presented disaggregated by sex and gender. Sex- and gender-based analyses should be reported regardless of positive or negative outcome. In clinical trials, data on withdrawals and dropouts should also be reported disaggregated by sex.

Discussion

The potential implications of sex and gender on the study results and analyses should be discussed. If a sex and gender analysis was not conducted, the rationale should be given. Authors should further discuss the implications of the lack of such analysis on the interpretation of the results.



09:30-12:30 **Overcoming Resistance**

Chaired by Eileen Drew

09:30-09:35 **Introduction**

09:35-10:25 **Inclusion really does matter: Improving attitudes towards gender equality initiatives among STEM faculty.**

Ioana Latu (Queen's University of Belfast)

10:25-10:30 *Short break*

10:30-11:20 **Negotiating narratives of diversity and equity in physics.**

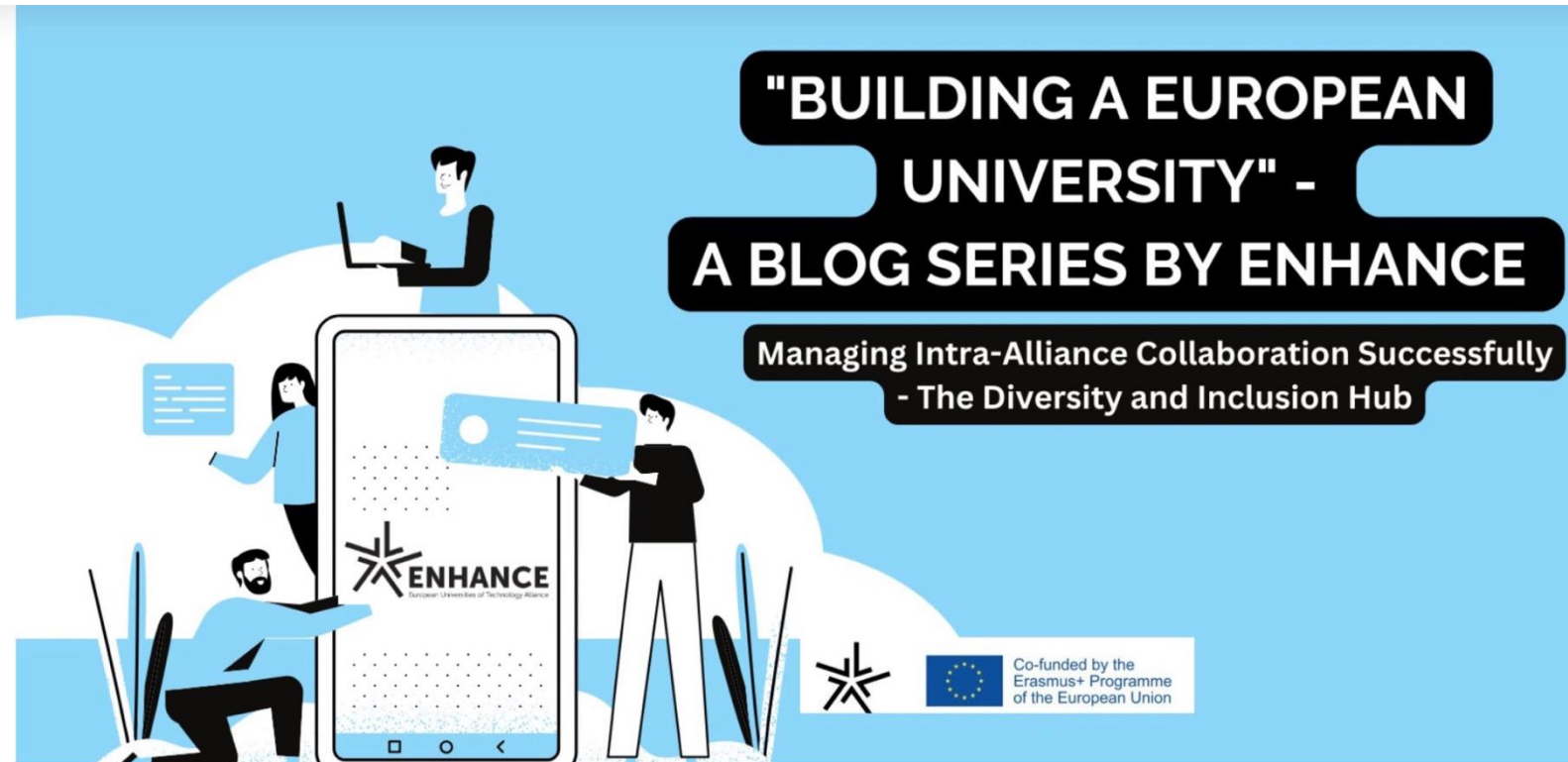
Helene Götschel (Freie Universität Berlin)

11:20-11:40 *Coffee break*

11:40-12:30 **What might men and masculinities have to do with physics and physicists?**

Jeff Hearn (Örebro University)

<https://enhanceuniversity.eu/managing-intra-alliance-collaboration-successfully-the-diversity-and-inclusion-hub/>



Managing Intra-Alliance Collaboration Successfully: The Diversity and Inclusion Hub



Social media and social networks

Create your bubble

- In the online world, we all live in a bubble
- «The **filter bubble** is thus a **personalized space** that shows us only what we want to see-which is why our social networks appear aligned with our interests. The algorithm stores our preferences and replays them to us in a continuous loop that is difficult to unhinge.
- The so-called **echo chamber**, on the other hand, is a direct consequence of filter bubbles: a mechanism whereby we encounter only information consistent with our views, on any topic from **fashion** to **sports** to **politics**.
- Reinforced by the filter bubble, the echo chamber is a **closed system** that is impervious to different ideas. Opinions, within the echo chamber, are thus reinforced by repetition»
- <https://www.ecostampa.it/en/blog/filter-bubble-and-echo-chamber-information-in-the-time-of-social-networks/>

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100 collegamenti

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European Institute for Gender Equality

The European Institute for Gender Equality (EIGE) is the only European Union agency focusing solely on gender equality.

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Maria e altri 28 collegamenti seguono questa pagina

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Londa Schiebinger · 1*

John L. Hinds Professor of History of Science at Stanford University

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332 collegamenti

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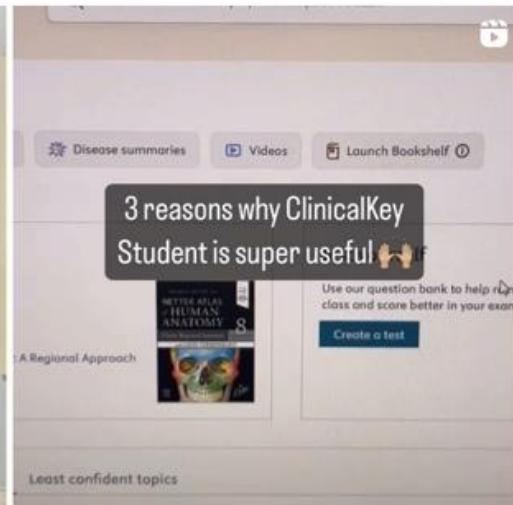
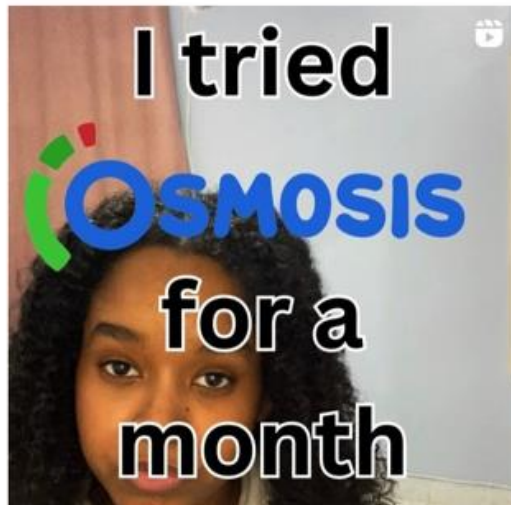


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HKS Gender Policy Journal

A student-run publication at @harvardkennedyschool covering gender, power dynamics and systems of oppression.

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Social Move...



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POST

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A Student Publication at the Harvard Kennedy School

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Opinion
AI machines aren't 'hallucinating'. But their makers are
Naomi Klein




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NEWS FEATURE | 23 May 2023

A mental-health crisis is gripping science – toxic research culture is to blame

With researchers reporting high rates of anxiety and depression, calls are growing to fundamentally change science before it's too late.

 ENGAGE EU

Gender Equality and Diversity Webinar

30 November 16.00 CEST





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AGORA YOUNG FEMINIST SUMMER SCHOOL

Calling all Young Feminists! Apply now for EWL's AGORA Summer Camp!

Posted on 16 June 2023 |



The poster features a diverse group of cartoon avatars representing various ethnicities and genders. Text on the poster includes 'YOUNG FEMINIST SUMMER CAMP', 'AGORA', '4-6 SEPTEMBER 2023', and 'BRUSSELS, BELGIUM'.

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Open Access | Published: 13 January 2023

LGBT + academics' and PhD students' experiences of visibility in STEM: more than raising the rainbow flag

Marco Reggiani, Jessica Dawn Gagnon & Rebecca Jane Lunn

Higher Education (2023) | Cite this article

1838 Accesses | 39 Altmetric | Metrics

Abstract

The experiences of lesbian, gay, bisexual, and transgender (LGBT +) individuals in Science, Technology, Engineering, and Mathematics (STEM) are still understudied and, despite some improvements, are still

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Home > Archives > Vol 11, No 2 (2023)

Post-Migration Stress: Racial Microaggressions and Everyday Discrimination

Academic Editors: Fabio Quassoli (Università degli Studi di Milano-Bicocca) and Monica Colombo (Università degli Studi di Milano-Bicocca)

Best practices in dissemination: videos for the general public

Humans & Computers. What should the interface between humans and computers be like so the highest possible number of people can use the product? And what does that have to do with gender?

- <https://www.youtube.com/watch?v=vrWx91RdmGo>

Robots in our society. What does robotics have to do with gender? And what is the responsibility researchers and research funders have? Thanks to the GEECCO EU project, a video tells us more about this topic.

- <https://www.youtube.com/watch?v=bfXr29VAuwU>

Energy for all. How can we successfully achieve a fair energy transition that avoids disadvantages to anyone? And what does gender have to do with that? The GEECCO project has interesting answers!

- <https://www.youtube.com/watch?v=aAuBRxmAVtU>

Mobility for all. How can personal mobility be achieved that is affordable, environmentally friendly, and safe – and addresses the needs of all people? And what does gender have to do with that?

- <https://www.youtube.com/watch?v=oMlfoI5-14M>

Source: Gender Equality in Engineering through Communication and Commitment - GEECCO Project



Resources: Scientific Journals

FIND RESOURCES USEFUL TO YOUR
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gender



My Activity



Publications



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Journal of Chemical Education

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Journal Article

554

REFINE SEARCH

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1 2 3 4 5 6

Article

One Chemistry Professor's
Misconceptions about Gender and

TOPICS

Chemistry education	430
Cross-disciplinary concepts	145
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ARTICLE SUBJECT

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PUBLICATION DATE

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Last 6 Months	33

Article

College Chemistry Textbooks Fail on Gender Representation

Mona L. Becker and Melanie R. Nilsson*

Journal of Chemical Education 2021, 98, 4, 1146-1151 (Article)

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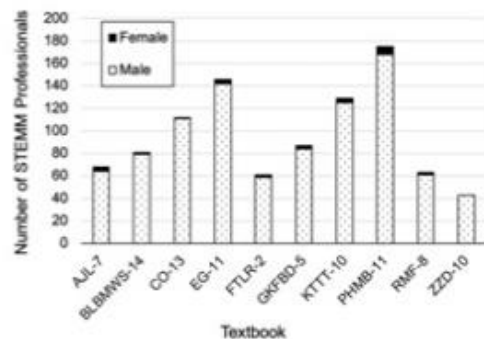
Publication Date (Web): February 10, 2021

DOI: 10.1021/acs.jchemed.0c01037

Abstract

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Article

Seen and Unseen Identities: Investigation of Gender and Sexual Orientation Identities in the General Chemistry Classroom

Jay A. Kroll* and Kathryn L. Plath

Journal of Chemical Education 2022, 99, 1, 195-201 (Article)

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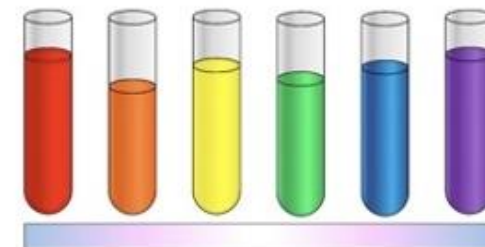
Publication Date (Web): August 17, 2021

DOI: 10.1021/acs.jchemed.1c00374

Abstract

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Article

Intersectional Analysis of Advanced Placement Chemistry Enrollment and Performance by Gender and Ethnicity

Martin Palermo, Angela M. Kelly*, and Robert Krakehl

Journal of Chemical Education 2022, 99, 3, 1347-1357 (Chemical Education Research)

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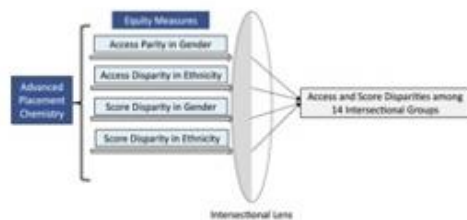
Publication Date (Web): February 17, 2022

DOI: 10.1021/acs.jchemed.1c01047

Abstract

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Article

Gender Differentials on Academic Performance and Lifelong Learning Attribute in Chemical Engineering

Graeme W. Norval* and Ariel W. Chan

Journal of Chemical Education 2022, 99, 1, 252-258 (Article)

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Publication Date (Web): December 3, 2021

DOI: 10.1021/acs.jchemed.1c00399

Abstract

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RITA BENCIVENGA 08-10-2024



Editorial: Women in Science: Chemistry

Elisabeth Lojou^{1*}, Silvia Giordani^{2*}, Svetlana Ivanova^{3*}, Qin Li^{4*} and Jennifer L. Schaefer^{5*}

¹CNRS UMR7281 Bioénergétique et Ingénierie des Protéines, Marseille, France, ²Dublin City University, Dublin, Ireland, ³Sevilla University, Sevilla, Spain, ⁴Griffith University, Brisbane, QLD, Australia, ⁵University of Notre Dame, Notre Dame, IN, United States

Keywords: catalysis, pharmaceutical chemistry, chemical biology, nanosciences, polymer, inorganic chemistry, analytical chemistry, energy

Lojou E, Giordani S, Ivanova S, Li Q and Schaefer JL (2021) Editorial: Women in Science: Chemistry. *Front. Chem.* 9:772775. doi: 10.3389/fchem.2021.772775

Nano Today 41 (2021) 101292



Contents lists available at ScienceDirect

Nano Today

journal homepage: www.elsevier.com/locate/nanotoday



Review

How does biological sex affect the physiological response to nanomaterials?



Jung-Lynn Jonathan Yang^a, Rukhmani Narayanamurthy^b, Jerome Y. Yager^b, Larry D. Unsworth^{a,*}

^aDepartment of Chemical and Materials Engineering, University of Alberta, 11487 89 Avenue, Edmonton, Alberta T6G 2M7, Canada

^bDepartment of Pediatrics, University of Alberta, 11405 87 Avenue, Edmonton, Alberta T6G 1C9, Canada



Resources: Scientific Books

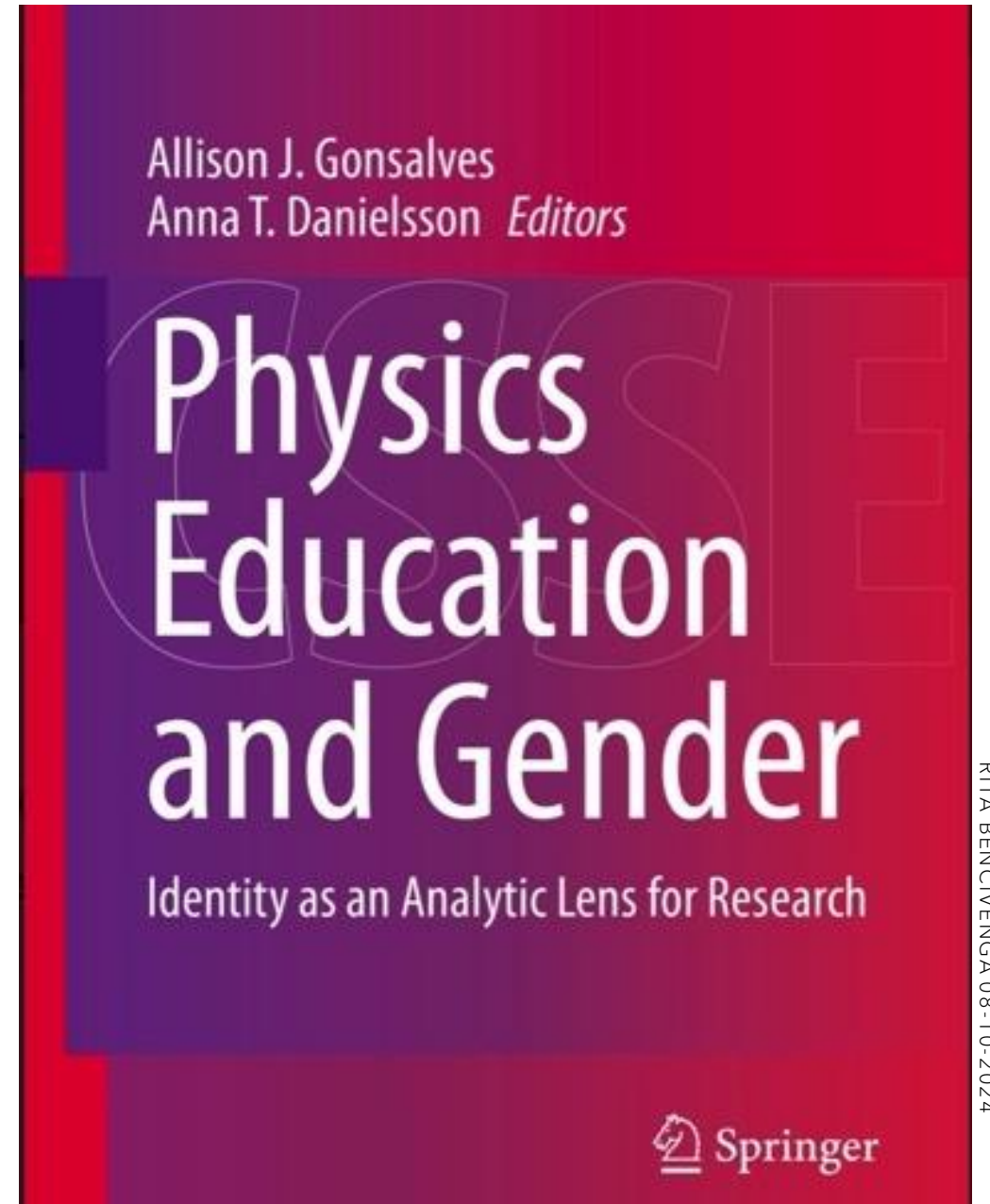
Chapter 4

An Intersectional Physics Identity
Framework for Studying Physics Settings
Angela Johnson

Chapter 8

Disability in Physics: Learning
from Binary Mistakes
Adrienne Traxler and Jennifer Blue

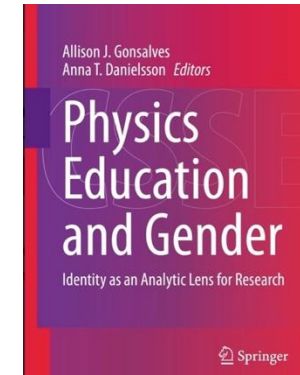
https://link.springer.com/book/10.1007/978-3-030-419332?source=shoppingads&locale=enit&gad_source=1&gclid=CjwKCAiA7t6sBhAiEiwAsaieYkjrV_eQQ76v9h8abSJz8sssT-AlhNjXkWhTg_an_Wf64OMigVTdRoCJ3IQAvD_BwE



Chapter 4

An Intersectional Physics Identity Framework for Studying Physics Settings

Angela Johnson



4.5 Interpersonal Domain

- 4.5.1 How do students interact with one another?
- 4.5.2 How do academic faculty interact with students?
- 4.5.3 How do academic faculty interact with one another?
- 4.5.4 Are there patterns along race and gender lines? Do they conform to or contest common patterns in physics? In society?

4.7 Structural Domain

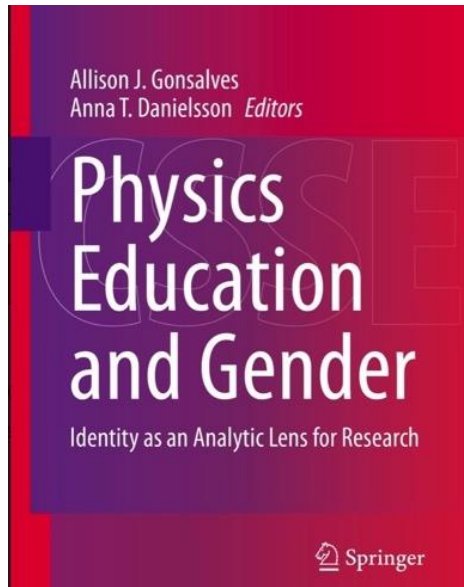
- 4.7.1 What are the policies in classrooms, labs and other physics spaces?
- 4.7.2 Do the policies in place serve to perpetuate or challenge under-representation

4.6 Cultural Domain

- 4.6.1 What do academic faculty members' words and actions convey about what's valued in this setting?
- 4.6.2 What do students' words and actions convey about what's valued in the setting?
- 4.6.3 What does the space itself convey about what's valued in the setting?
- 4.6.4 How do the things that are valued align with larger cultural beliefs about race and gender? Conform to or contest common patterns within physics settings?

4.8 Disciplining Domain

- 4.8.1 What kinds of student behaviors do academic faculty correct?
- 4.8.2 What kinds of student behaviors do students believe academic faculty correct?
- 4.8.3 How do the student actions that academic faculty condemn or correct align with or challenge under-



Chapter 8

Disability in Physics: Learning from Binary Mistakes

Adrienne Traxler and Jennifer Blue

Chapter 8: Disability in Physics: Learning from Binary Mistakes

8.1 Introduction

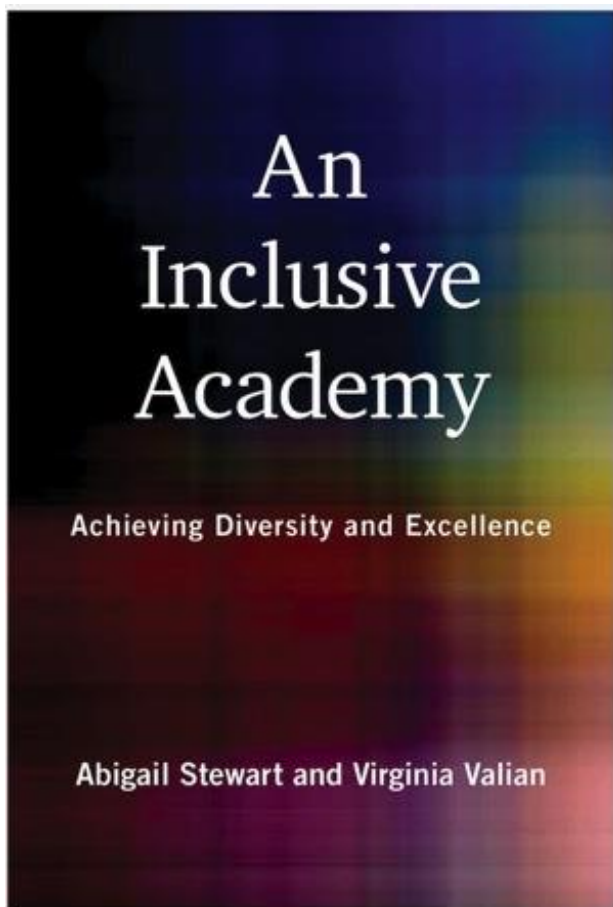
8.2 Disabilities in STEM
Higher Education

8.3 Critical Frameworks

8.4 Identity and Intersectionality

8.5 Beyond the Binary View
of Gender and Disability

References

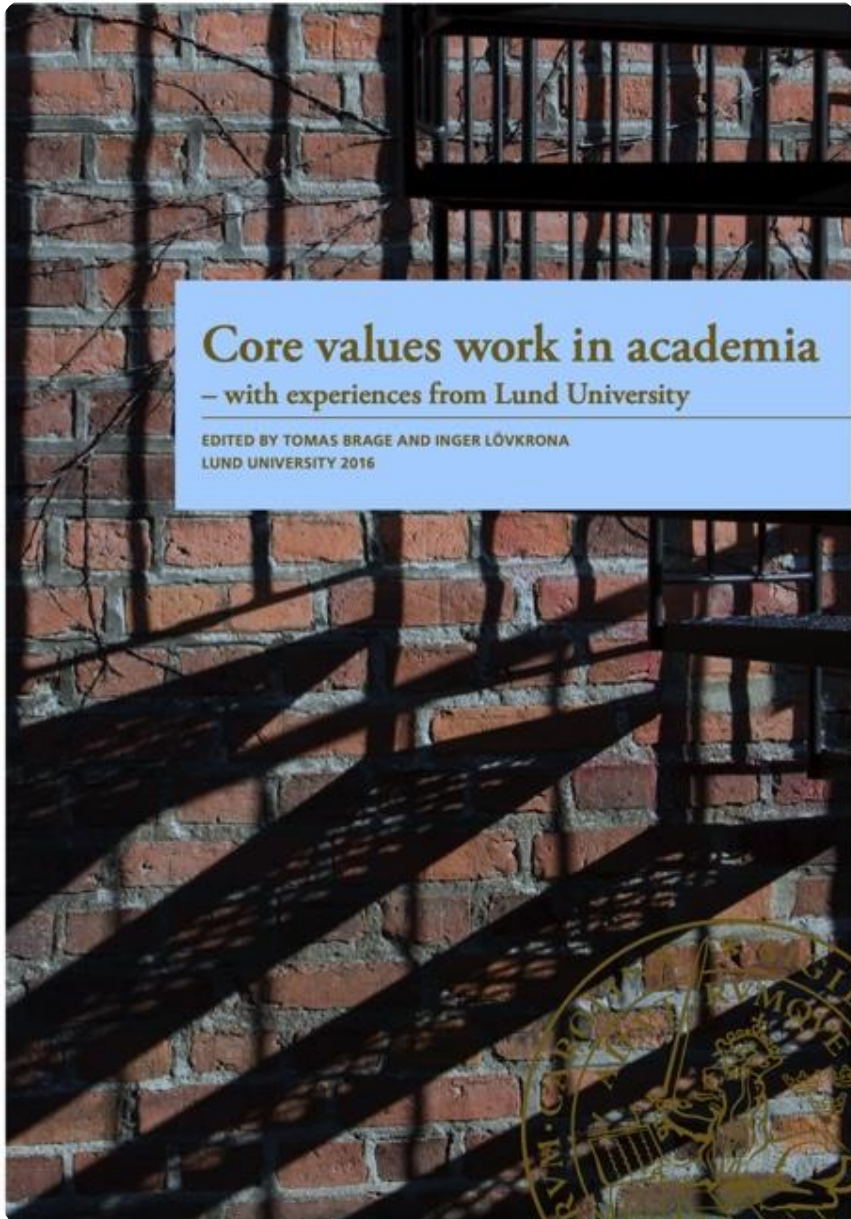


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<https://mitpress.mit.edu/9780262545266/an-inclusive-academy/>

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Core values work in academia

- What are core values and what use are they?
- How can the central government core values translate to academia?
- Why do the 'statutory', political values end up in conflict with academic values based on the specific culture of universities?
- What methods and what examples exist for active and effective core values work at a university?
- And how do you implement core values so that they are present and meaningful within the organisation?
- This report from the "Core values project at Lund University" attempts to answer these questions, problematise various values and provide support for core values work at a 'typical' university.

It provides examples of methods which can be applied in core values work, such as a deeper understanding of discrimination and master suppression techniques, norm criticism and inclusive teaching.

- https://eige.europa.eu/sites/default/files/core_values_work_brage_lovkrona.pdf

Edited by Nicole Brown
and Jennifer Leigh

ABLEISM IN ACADEMIA

Theorising experiences of disabilities
and chronic illnesses
in higher education

 UCLPRESS

<https://uclpress.co.uk/book/ableism-in-academia/>

Roadmap

An aerial, black and white photograph of a winding road through a dense forest. The road is a dark, two-lane path that curves through the trees, creating a stark contrast with the lighter-colored foliage. The perspective is from directly above, looking down on the road as it snakes through the landscape.

What to do?



Build your "to do list"
by the end of october



Dedicate 30 minutes
each day



Check and update
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