

Gendered dimensions in research proposals

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About us, today

Topic: gender and research - e.g. gendered dimensions in research proposals and thinking about gender in research, especially when it is not obvious

5 or 6 M.Phil students + a broader section of research students and postdoctoral students from Classics, History and History of Art

16:00-18:00

Funding: Irish research council, at M.Phil level: Irish Research Postgraduate schemes. <http://research.ie/funding/goipg/>

Forms: Applicant form

Sex/gender: page 12.



Government of Ireland Postgraduate Scholarship Programme 2019
Indicative Applicant Form

Forms: guide for applicants

Sex/gender: page 12; 22; 24/25; appendix 2 (evaluation criteria); appendix 3 (guidance on the sex/gender dimension statement): pages 27/28.



IRISH RESEARCH COUNCIL GOVERNMENT OF IRELAND POSTGRADUATE
SCHOLARSHIP PROGRAMME

INCLUDING STRATEGIC FUNDING PARTNER THEMES

2019

GUIDE FOR APPLICANTS
(including details of the online application system)

A gendered world

There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says “Morning boys. How’s the water?”

And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes “What the hell is water?”

- *David Foster Wallace, 2005 commencement speech, Kenyon College*

Contents

- Credits. *Who started gendering research projects? Who is still working at it?*
- Case studies based on concrete examples drawn from research fields. To help in understanding the advantages. *What do I get?*
- How to make research gender sensitive, how to promote gender balance. Capacity-building. *How can I do it?*
- Introduction into gender and/in research. Strengthening advocacy skills. *Why should I do it? How to convince others?*

Credits

Who started gendering research projects?

Who is still doing it?

Credits: the Pathfinders

- Gender in EU-funded research, FP7 project. Yellow Window Management Consultants, FP7 project
- <https://www.yellowwindow.com/genderinresearch>
- Gendered Innovations, Stanford University
- <http://genderedinnovations.stanford.edu/institutions/solutions.html>

Credits: Current projects

- SAGE, GERI3, H2020, GERI-4-2015 - Support to research organisations to implement gender equality plans
- <http://www.sage-growingequality.eu/site/training>
- MOOC: The Gender-Sensitive Institution' Education pack

Engineering

Case studies based on concrete examples drawn from research fields. To help in understanding the advantages.

What do I get?

Exploring Markets for Assistive Technologies for the Elderly

Exploring Markets for Assistive Technologies for the Elderly

The world population will age dramatically by 2050—a problem especially for Japan, Europe and the U.S. Large elderly populations will place a growing strain on human caregivers as well as health and social systems. This case study explores the value added of **considering both sex and gender when designing Assistive Technologies for the Elderly.**

Exploring Markets for Assistive Technologies for the Elderly

Method: Analyzing How Sex and Gender Interact

Assistive technologies support independent living for the elderly. When developing these technologies, it's important to look at **sex differences**. Women for example live longer, but may have more debilitating disease; men, for example, lose their hearing earlier. In addition, it is important to look at **gender differences**: as they age, women and men have different partnering patterns (elderly women, for example, more often live alone), men and women have different experience in household management, and elderly men and women have different receptivity to technology. We encourage researchers to analyze **how sex and gender interact in individual women and men** so that researchers can design the most effective and marketable assistive technologies—designers want their products to be useful and appealing to both women and men.

Exploring Markets for Assistive Technologies for the Elderly

Exploring Markets for Assistive Technologies for the Elderly

Gendered Innovations:

Considering **sex and gender** when designing new assistive technologies will be ONE important factor to ensure that the products are successful with all users.

1. Assessing women's and men's needs for assistive technologies.
2. Developing assistive technologies considering women's and men's needs.
3. Using participatory design to create the next generation of assistive technology.

Case studies (Gendered Innovations)

Health and Medicine

Colorectal cancer
De-gendering the knee
Dietary assessment method
Heart disease in women
Nanotechnology-based Screening
for HPV
Nutrigenomics
Osteoporosis research in men

Environment

Climate change
Gender Mainstreaming in Decision -Making
Environmental Chemicals
Housing and Neighbourhood Design
Menstrual Cups
Public Transportation
Water infrastructure

Engineering

Assistive Technologies for the
Elderly
Gendering Social Robots
Haptic Technology
HIV Microbicides
Human Thorax Model
Information for Air Travellers
Machine Learning
Machine Translation
Making Machines Talk
Pregnant Crash Test Dummies
Video Games

Science

Animal research (several examples)
Genetics of Sex Determination
Stemcells

<http://genderedinnovations.stanford.edu/fix-the-knowledge.html>

Case studies (Yellow Window)

Module 2



Field 1
Health



Field 2
Food, agriculture and biotechnology



Field 3
Nanosciences, nanotechnologies, materials,
new production technologies



Field 4
Energy



Field 5
Environment



Field 6
Transport



Field 7
Socio-economic science
and humanities



Field 8
Science in society




Field 9
Specific activities of international
cooperation

<https://www.yellowwindow.com/genderinresearch>

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- * Marilyn B. Skinner. Classical studies, patriarchy and feminism: The view from 1986. Marilyn B. Skinner. *Women's Studies International Forum*. Volume 10, Issue 2, 1987, Pages 181-186.
 - * **Feminism and Classics: Framing the Research Agenda.** Barbara K. Gold. *The American Journal of Philology*. Vol. 118, No. 2 (Summer, 1997), pp. 328-332

- * Laura McClure. **Teaching a Course on Gender in the Classical World.** *The Classical Journal*. Vol. 92, No. 3 (Feb. - Mar., 1997), pp. 259-270
- * Vanda Zajko, Miriam Leonard, **Laughing with Medusa: Classical Myth and Feminist Thought.** Oxford: Oxford University Press, 2006. Pp. 445

- 
- * Medieval Feminism in Middle English Studies: A Retrospective. Elizabeth Robertson. *Tulsa Studies in Women's Literature*. Vol. 26, No. 1, The Silver Jubilee Issue: What We Have Done & Where We Are Going (Spring, 2007), pp. 67-79

Capacity Building

How to make research gender sensitive,
how to promote gender balance.

Capacity-building.

How can I do it?

Gender: in two aspects

- **Gender equality: equal opportunities in research**
 - Encourage equal participation of men and women in research teams at all levels
 - Create working conditions and culture that allow men and women to have equally fulfilling careers
- **Gender in research content: the research cycle**
 - Address both women's and men's realities
 - Consider gender – specific research to fill knowledge gaps
 - Integrate previous research's contents in new research paths

Research cycle

Preliminary phase

- Know the field
- Research idea

Writing the proposal

- Compliance with Programme
- State of the art
- Research activities
- Communication
- Dissemination
- Exploitation
- Evaluation

Research cycle: Gender Equality

Research cycle

- * **Preliminary phase**
 - **Know the field**
 - **Research idea**
- * **Writing the proposal**
 - **Compliance with Programme/State of the art/**
 - **Research activities**
 - **Communication**
 - **Dissemination**
 - **Exploitation**
 - **Evaluation**

Equal opportunities

- * Preliminary phase
 - Cultivate contacts with both men and women
 - Create a mixed network of collaborators
 - Plan gender-equal working conditions
- * Writing the proposal
 - Involve men and women in writing the proposal
 - Select a mixed team
 - Manage and monitor gender equality
 - Value women's and men's work equally

Research cycle: Gendering a research project

Research cycle

* Preliminary phase

- Know the field
- Research idea

Writing the proposal

- Compliance with Programme/State of the art/
- Research activities
- Communication
- Dissemination
- Exploitation
- Evaluation

Gendered content

* Preliminary phase

- Be aware of gender in your research fields
- Reflect on gender sensitive aspects in your idea
- Make research hypotheses gender-sensitive

Writing the proposal

- **Formulate gender-sensitive research questions**
- **Choose a gender sensitive methodology**
- **Collect gender-sensitive data**
- **Analyse and report data in a gender sensitive way**
- **Use gender-impartial language (degender/regender/engender)**

Research Ideas Phase

- If the research involves humans as research objects, has the relevance of gender to the research topic been analysed?
- If the research does not directly involve humans, are the **possibly differentiated relations of men and women to the research subject** sufficiently clear?
- **Have you reviewed literature and other sources relating to gender differences in the research field?**

Proposal Phase

- Does the methodology ensure that (possible) gender differences will be investigated: that **sex/gender-differentiated data will be collected and analysed throughout the research cycle** and be part of the final publication?
- Have possibly differentiated **outcomes and impacts** of the research on women and men been considered?
- Does the proposal explicitly and comprehensively explain how gender issues will be handled (e.g. in a **specific work package**)?

Research Phase

- Are questionnaires, surveys, focus groups etc. designed to unravel potentially relevant sex and/or gender differences in your data?
- Are the groups involved in the project (e.g. samples, testing groups) gender balanced?
- Are data analysed according to the sex/gender variable?
- Are other relevant variables analysed with respect to sex/gender?

Dissemination Phase

- Do analyses present **statistics, tables, figures** and descriptions that focus on the relevant gender differences that came up in the course of the project?
- Are **institutions, departments and journals** that focus on gender included among the target groups for dissemination, along with mainstream research journals?
- Have you considered a **specific publication or event** on gender-related findings?

Strengthening advocacy skills

Introduction into gender and/in research

***. Why should I do it? How to convince
others?***

Achievements

- Understanding of the multiple meaning of the term “gender”
- Understanding of the meaning applicable in your research
- Understanding of “gender” as a social construct
- Gender is not a “women’s issue”
- Understanding of the link between “gender” and “diversity”
- Understanding why gendering the research contributes to the quality of the research

Gender balance, gender equality

When we talk about equality, representativeness, equity, inclusion, there is no single point of view.

- There are people who believe that women have a "quid" that unites them, and that therefore there is a female point of view, different from the male one, which too often is not given space
- There are people who think that the omission of voices, experiences, women's skills is a particular aspect of a general problem, namely the lack of "diversity".
- **From any point of view, a work group made up of men (or women) alone can be a problem.**

Gender balance: why?

1) If men and women constitute two different and complementary categories, it is right that both are represented, because they have different things to say, different perceptions of common problems, and different problems, and it cannot exist a unique point of view, approach, identification of relevant issues that claims to represent the universal.

Gender balance: why?

2) If gender is considered a social construction that can limit the exploitation of diversity, and not a biological datum, monosexual work groups must still be avoided.

The exclusion of women is seen, in this perspective, as a particular aspect of a wider problem.

In fact, there are other categories that make up diversity in the contemporary meaning, the one referred to when talking about "diversity in the workplace" or "diversity in political representation", for example.

Diversity understood as inclusion of individuals representing more than one ethnicity, nationality, religion, social background or ability, more than one socio-economic status, gender or sexual orientation.

Gender balance: why?

In an image like this a few years ago we would have noticed that only men are represented, but today, in 2018, we realize that they are not just all men, but all Caucasian, of similar age, "able" (or at least represented in so that any disability are not obvious), dressed more or less the same way, in other words we note a uniformity that goes well beyond the sex registry. (Image from: <https://www.pasteur.fr/en/institut-pasteur/history>)



Equal opportunities

- Is there a gender balance in the project consortium and team, at all levels and in decision-making positions?
- Do working conditions allow all members of staff to combine work and family life in a satisfactory manner?
- Are there mechanisms in place to manage and monitor gender equality aspects?

Premises

Gender is understood as a constitutive element of social relations based upon perceived (socially constructed and culturally variable) differences between women and men, and as a primary way of signifying (and naturalizing) relationships of power and hierarchy. (Hawkesworth, 2005; Scott, 1986)

Gender, therefore, not only operates at the level of the subjective/interpersonal (through which humans identify themselves and organize their relations with others); but is also a feature of institutions and social structures, and a part of the symbolic realm of meaning-making, within which individual actors are 'nested'. (Mackay, Kenny and Chappell, 2010)

Premises

To say that an institution is gendered means that constructions of masculinity and femininity are intertwined in the daily life or logic of political institutions rather than 'existing out in society or fixed within individuals which they then bring whole to the institution' (Kenney, 1996)

Gender is a fundamental element of organisational structure and worklife (Britton, 2000)

Premises

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Premises

“I leave behind the social-versus-nonsocial, nature-versus-nurture oppositions, outlining an approach that intertwines sex, gender, orientation, bodies, and cultures without a demand to choose one over the other. »

Anne Fausto-Sterling (2019): Gender/Sex, Sexual Orientation, and Identity Are in the Body: How Did They Get There?, *The Journal of Sex Research*
<https://doi.org/10.1080/00224499.2019.1581883>

Premises

"Gender/sex, sexual orientation and identity are in the body"

<https://mediaserver.unige.ch/play/116747>

Multiple perspectives

*They say I looked back out of curiosity.
But I could have had other reasons.*

*I looked back mourning my silver bowl.
Carelessly, while tying my sandal strap.*

...

Checking for pursuers.

...

*I looked back in desolation.
In shame because we had stolen away.
Wanting to cry out, to go home.*

...

I looked back in anger.

...

I looked back for all the reasons given above...

fiages

Feminist
Institutionalist
Approach to
Gender
Equality in
Stemm



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



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