



Working with a gender perspective

Taking a gender aware approach to research & teaching

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Agenda

1. Why is it risky NOT to build diverse and inclusive culture within academia?
2. Why is important to work with a gender perspective in research?
3. Why is important to work with a gender perspective in teaching?
4. Recommendations for gendering research
5. Recommendations for gendering teaching



(NOT SO) SIMPLE EQUATION

By 2025 millennials will constitute **75%** of the global workforce (AND TALENTS) (Inc, 2019).

47% of millennials actively look for D&I when sizing up potential employers. (IPR, 2016)

PREVENTING BIAS in RESEARCH AND TEACHING!

I can be unique and fully develop my talents



I belong to this group, my voice is important and I have influence



INCLUSION & BELONGING

Gender diverse teams produce more novel and higher-impact scientific ideas and outputs

Ebikeme, 2023; Nielse et al, 2021; Yang et al, 2022

Teams that are **gender, age and ethnically diverse** make better & MORE innovative decisions up to **87%** of the time. Larson, 2019

**PSYCHOLOGICAL SAFETY
QUALITY OF LIFE
INNOVATION
HIGHER PERFORMANCE
PROACTIVITY
VOICING OPINIONS**



CONSEQUENCES OF GENDER BIAS

78-85%

women

51%



The r... en

... ..

Lower presence of women in the labour market

women rectors in

Europe

MINDtheGEPs
gender equality in research

26h vs 6,5h

time spent on household duties by w & m

12,7% (EU)

women earn less than men

12%

Data from 2017-2023: BDL, European Platform of Women Scientists, GPW, PKW, GUS, OECD, EUROSTAT.

MCKINSEY, Hyde, 2005, 2019

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90 vs 290



time spent at work by w & m

advance in academic career for women

Female vs male noble prize winners in science

65

vs 905



**When I was a child, I
wanted to
become....?**

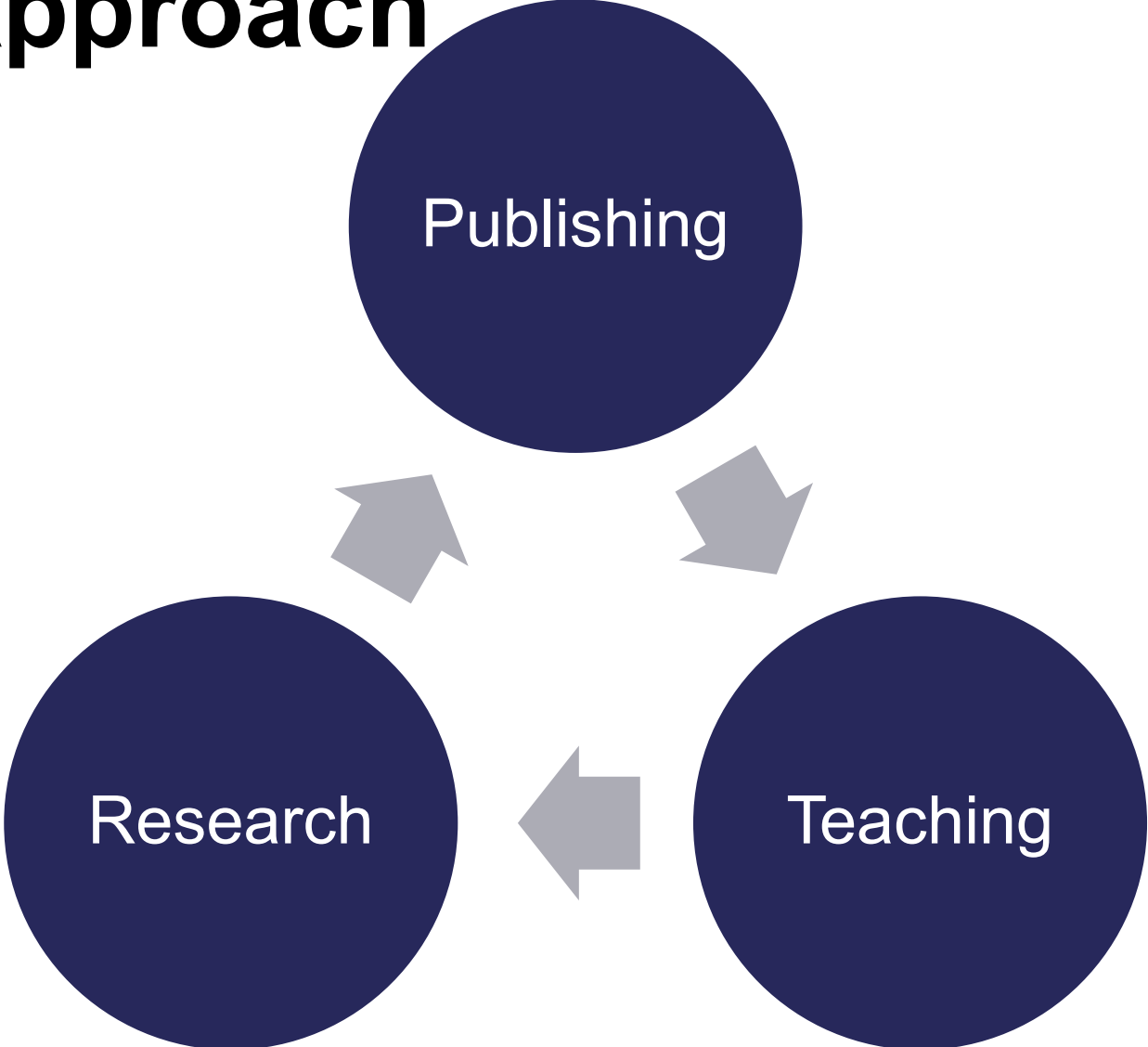
Our childhood in Poland

Marie Curie Phenomenon

Linear process



Different Approach



Recommendations for gendering research

1. Including sex/gender in your research ideas phase
2. Gender-sensitive proposal writing
3. Implementing sex/gender within your research
4. Gender-sensitive dissemination phase
5. General – how to be a gender-aware researcher



Gendering Research - sex/gender in your research ideas phase

- Men are more likely than women to be involved in car accidents, meaning that they dominate the number of people seriously injured in them.
- When a woman is involved in a car accident, however, she is 47% more likely to be seriously injured and 71% more likely to be moderately injured, even when researchers control for factors such as height, weight, seatbelt use and accident severity.
- He is also 17% more likely to die. And it all has to do with how the car is designed - and for whom.



Gendering Research - gender-sensitive proposal writing

- ✓ Remember about gender-sensitive hypotheses and objectives
- ✓ The objectives need to be set within specific social and historical contexts.

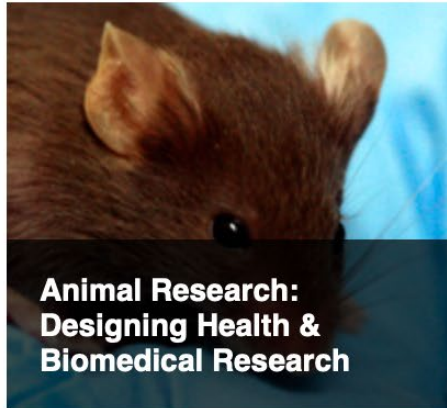


The screenshot shows the top portion of a Nature journal article page. At the top, the word "nature" is displayed in a large, bold, black font. Below it is a navigation bar with four items: "Explore content" with a dropdown arrow, "About the journal" with a dropdown arrow, "Publish with us" with a dropdown arrow, and "Subscribe". A thick horizontal line separates the navigation bar from the main content area. Below the line, the breadcrumb "nature > news > article" is visible. Further down, the text "NEWS | 22 December 2023" is displayed. The main title of the article is "Citations show gender bias – and the reasons are surprising" in a large, bold, black font. Below the title is a subtitle: "Gender bias in paper citations is less common among younger scientists, but it still plays a part in making women's research less visible."



Gendering Research - implementing sex/gender within your research

This page provides practical examples of how sex and gender analysis leads to gendered innovations.



Gendering Research - gender-sensitive dissemination phase

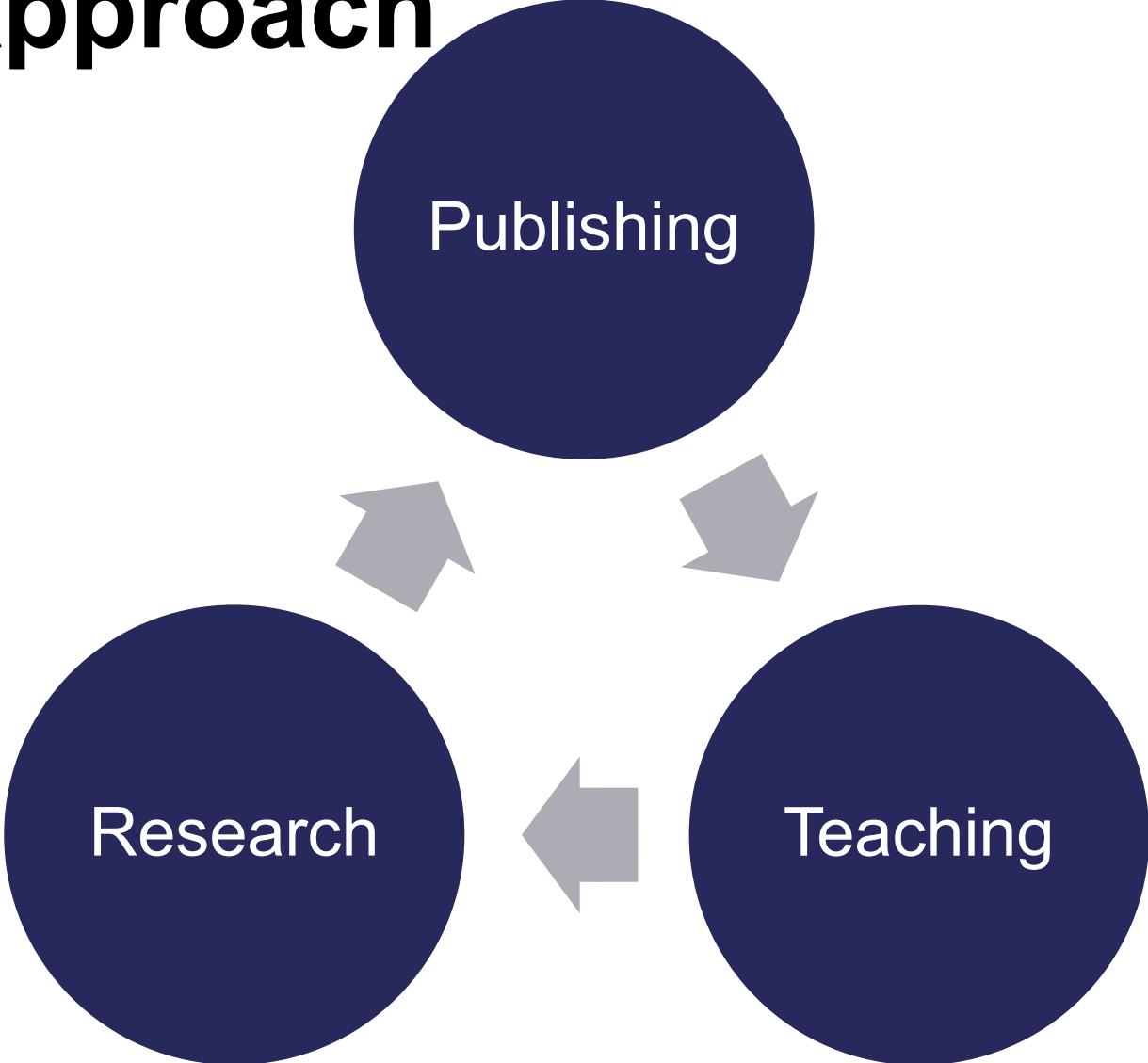


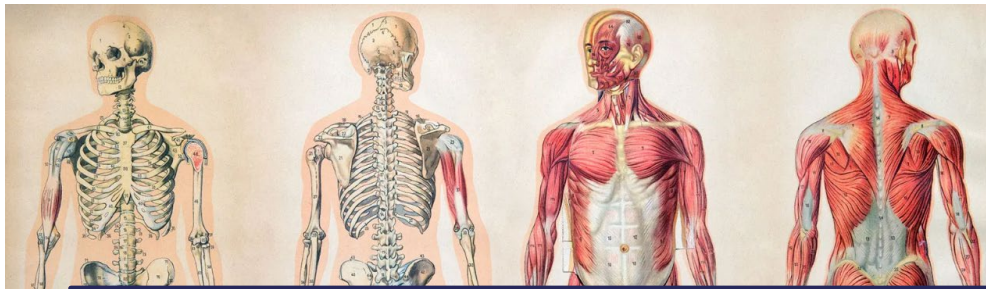
Gendering Research - how to be a gender-aware researcher



POSITIONALITY ☺

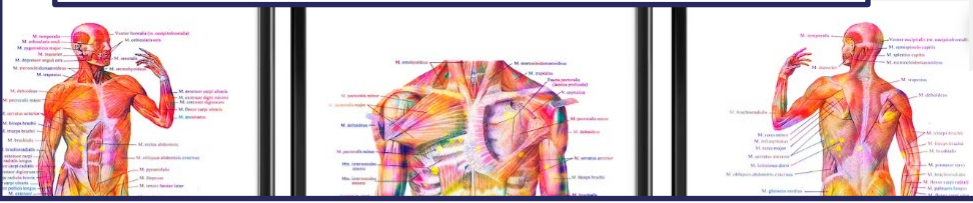
Different Approach



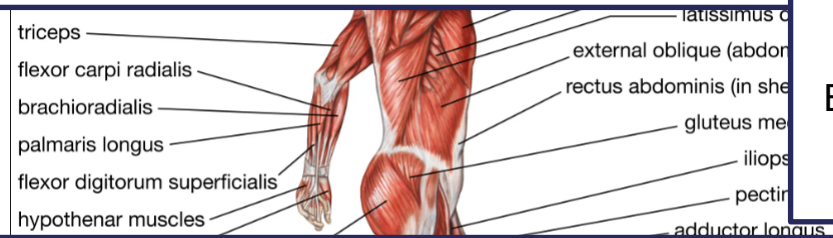


Gender-biased imagery from anatomy textbooks had an effect on the implicit and explicit gender attitudes of students
 Parker et al., 2018

Students may have more exposure to illustrations of the male than the female body during their training.
 Murciano-Goroff, 2015



Gender bias is prevalent in the medical domain and is associated with healthcare disparities
 Blair et al., 2013; Phelan et al., 2015; Stepanikova, 2012 Chiaramonte et al., 2008; Hamberg, 2008; Chapman et al., 2013; White, 2011; Verdonk et al, 2009



Use of gender stereotypes by physicians: women are more likely than men to have their reports of pain be perceived as emotional
 Hoffmann & Tarzian, 2001, and to be incorrectly diagnosed with psychological rather than somatic disorders
 Smith, 2011

Physicians who exhibit gender-biased attitudes are less likely to recommend women with the same symptoms as men for cardiovascular testing
 Daugherty et al., 2017



Recommendations for gendering teaching

1. Defining gender-sensitive competences to be developed during teaching
2. Providing academic teachers with a proper diversity & inclusion training
3. Tailoring the course content to the competence development and diversity & inclusion standards
4. Conducting the course
5. Course evaluation including both teachers and students input



**People like me are not
doing well in this**

**Others look at me and
they know I do not belong
here**



Gender sensitive teaching – group management

Let's agree that...



LACK of FIT

van Veelen, Derks, 2021

Analysis of over 2000 application letters – these written by women less positively evaluated
Van der Lee & Ellemers 2015

Recommendation letters for women – shorter, less detailed, less success-focused
Dutt et al., 2016



Gender sensitive teaching – visuals – gender & cultural diversity example

How do we measure acculturation?



Fons van de Vijver



Jeanne L. Tsai

Lecture 2



John Berry



Colleen Ward



Saba Safdar

Gender sensitive teaching – good examples of inclusive language

Addressing your students

- *Names: natassza, natszasa, natalia, natsha, nastasazija*
- *Pronouns (non-binary perspective)*

Each student must submit his paper by Friday.

Each student must submit their paper by Friday

Mankind has always been innovative

Men and women have always been innovative

The cute new employee

The new girl in the office

The new project manager

Ladies and gentlemen, welcome to our annual seminar

Everyone, welcome to our annual seminar



Gender sensitive teaching – evaluation of the course

A standard section (1-2 questions) in course evaluation to confirm gender sensitivity of the course should be prepared by the institution.

- ✓ How the content of the course applies to the standards of gender sensitivity? 1-5
- ✓ How the academic teacher/tutor/promotor/coach fits into the standards of gender sensitivity? 1-5
- ✓ Have you felt that diverse opinion have been encouraged and included during the discussions presented in the course? 1-5
- ✓ Has the academic teacher/tutor/promotor/coach presented all genders perspective during the course? 1-5
- ✓ Has gender sensitive language been used and promoted during the course and within the course materials? 1-5





D6.1 - Guidelines on planned actions to gendering research & teaching

WP6 - Gendering Research & Teaching

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**D6.1 – Guidelines on planned
actions to gendering research &
teaching**

zenodo.org



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Q & A



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