



SPEAR'S CYCLE OF
POLICY REFLECTIONS 4

INTEGRATION OF THE GENDER+ DIMENSION

in Research, Innovation and Teaching

Supporting and Implementing Plans
for Gender Equality in Academia and Research



SPEAR

INTEGRATION OF THE GENDER+ DIMENSION IN RESEARCH, INNOVATION AND TEACHING

WHAT

Making gender and sex analysis integral to research, innovation and teaching content is a powerful way to include a broad range of perspectives and to strive for innovative results of high quality, as well as sound, safe and relevant outcomes and impact.

For teaching, the integration of the gender+ dimension applies to designing teaching content – topics, examples, materials, methods – and carrying out bias-aware practices in interactions, assignments and assessment.

WHY

The omission of the gender+ dimension in research, innovation and teaching leads to incomplete, costly and detrimental outcomes. This is increasingly recognised as disadvantageous for output, for economic success and competitiveness, and for impact on entire populations in addition to being a contributing factor to perpetuate existing inequalities. Research and innovation processes and outcomes influence day-to-day practicalities and thus have widespread daily impact on peoples' lives, not least in areas such as medicine, safety equipment, traffic, economic capacity and access to education.

Integrating an inclusive gender dimension is a pathway to excellence and is vital for meeting the Grand Challenges, such as the sustainability and New Green Deal agendas. The integration of the gender+ dimension is, moreover, a strong lever in overcoming stereotypes and systemic inequalities.

The need for gender and sex analysis in research, innovation and teaching should be obvious – but too often it is not even on the radar. Policies, incentives, solid evidence, research-based practical support and continual promotion and dissemination of good examples and effects are required, if practices are to be sustainably changed.

The European Union (EU) paves the way by including gender dimension in research content as a ranking criterion for Horizon Europe funding. Incentives such as gender criteria for funding and resource allocation are effective and are required on all strategic levels: internationally (as with Horizon Europe), nationally (e.g., funding bodies) and at universities (e.g., internal funding and resource allocation). However, they must be supplemented with solid evidence, provision of research-based support and continual promotion to make a positive difference.

HOW

The following presents what SPEAR considers to be useful actions at EU level, for instance under the auspices of **the European University Alliance (EUA)**, **the Sub-Group to the ERA Forum on ERA Action 5 of the ERA Policy Agenda 2022–2024 on Inclusive Gender Equality in the ERA**, **the European Centre of Excellence on Inclusive Gender Equality in Research & Innovation INSPIRE** and **the GENDERACTIONplus project**, to strengthen the sector's concerted efforts for an inclusive and equal European Academia, here through focusing on the integration of the gender+ dimension in research, innovation and teaching.

01

Develop and promote frameworks, guidelines and tools to integrate the gender+ dimension in both research and curricula – and to couple this with **developing systematic monitoring** of this integration, to facilitate and support the adoption of these practices, e.g., at funders' and university levels.

02

Establish an EU support function to provide research-based training and cases on how to include the gender+ dimension in teaching and research and to promote and raise awareness about gender+ as a dimension of excellence. Places to start – possibly as funding schemes – could be:

- a. develop tools, and make available for researchers and teachers, on how to apply gender+ perspectives to the subject and integrate this in research practices and teaching interactions;
- b. establish interdisciplinary networks and communities of practice to promote mutual understanding between different scientific disciplines, support exchange of experiences and develop and qualify practices; and
- c. develop solid argumentation to foster understanding of why and how the gender+ dimension in research, innovation and teaching is necessary and compatible with academic freedom and excellence.

03

Strengthen and promote research that successfully integrates the gender+ dimension, in alignment with the deliverables of the ERA policy framework (ERA 5: develop principles for the integration and evaluation of the gender perspective in research and innovation content). Places to start could be:

- a. add evaluation points in Horizon Europe's funding evaluation to be awarded to research projects that successfully integrate the gender+ dimension; monitor their long-term impact; require guidance and training for applicants and reviewers on how to evaluate and monitor the integration of gender+ dimension and sex and gender analysis; and
- b. revise conference practices: make EU funding for conferences contingent on the gender+ dimension being considered in at least one stream; host a bi yearly conference on science with a gender+ dimension – and thus showcase the impact of gender in Horizon Europe.

04

Coordinate standards, tools, evaluation practices and guidelines with responsible bodies for editorial politics and policies at EU level in order to promote the integration of gender+ dimension in published research and in this way strengthen the integration of the gender+ dimension in research, innovation and teaching.

SPEAR aims to bring about institutional change in research performing organisations by implementing gender equality plans. Our vision is a European Academia, where equality, diversity and inclusion is daily practice.

We see a need for a close connection between daily practices, the political debate and legislative processes to emphasise knowledge- and research-based arguments, to strengthen democratic values and to counter the consequences of antidemocratic movements.

SPEAR covers a diversity of backgrounds and national and institutional contexts – an asset for the quality of our endeavours. As gender equality experts, scholars and practitioners we know the value of community and ongoing support for effective implementation. Our unique methodology for learning and support inspires our practice and reflective capacity and empowers our organisations to act. For the wider community, our practice-based tools and resources are openly accessible.

Empowering (e)quality

From the perspective of our research-based practice, we bear witness to the necessity of holistic and sustained approaches, policies and frameworks for bringing about required structural change. **This involves concerted, explicit and coordinated efforts to counter anti-gender tendencies with open eyes and responsible action.**

SPEAR's Cycle of Policy Reflections is our contribution to important developments on policy level in EU – thus putting forward our practitioners' voice, experiences, and expertise to reinforce and support these developments.

Reflecting,
Spearpoints shine.
Fiercely, fireflies shimmer
In search of spirit, soul, and light.

A quest – not for words, but action
For fair, universal, constant,
Complex, enduring,
Rights.

SPEAR's Cycle of Policy Reflections covers four interconnected topics in support of sustainable and inclusive Gender Equality in European Academia, anno 2023:

- 01 Careers in Academia: Recruitment, promotion, career development
- 02 Work- and study environment and sexism in Academia
- 03 Gender mainstreaming and Gender Equality Plans
- 04 Integration of the Gender+ Dimension in research, innovation and teaching**

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