

Inclusive Research and Innovation

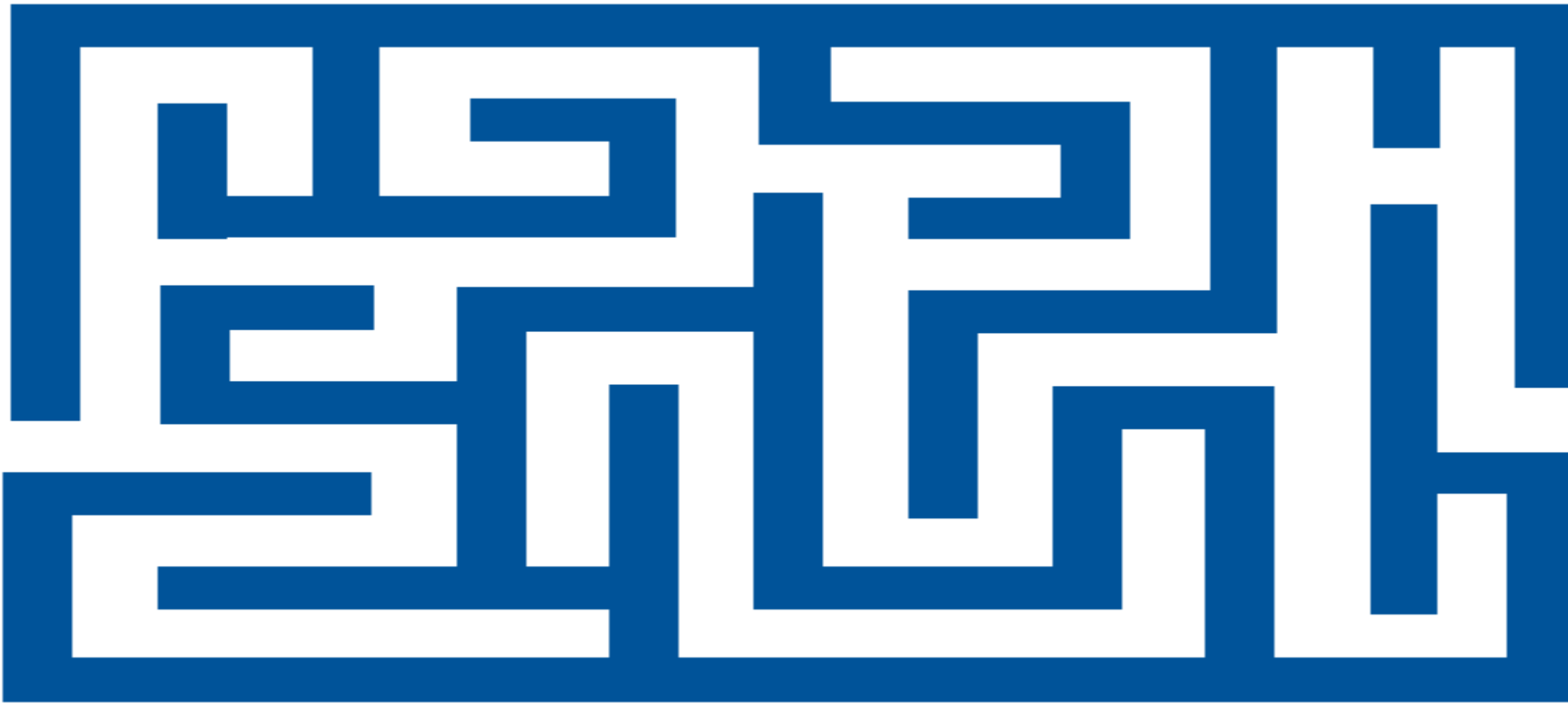
a plea for recognition of bias – and for action

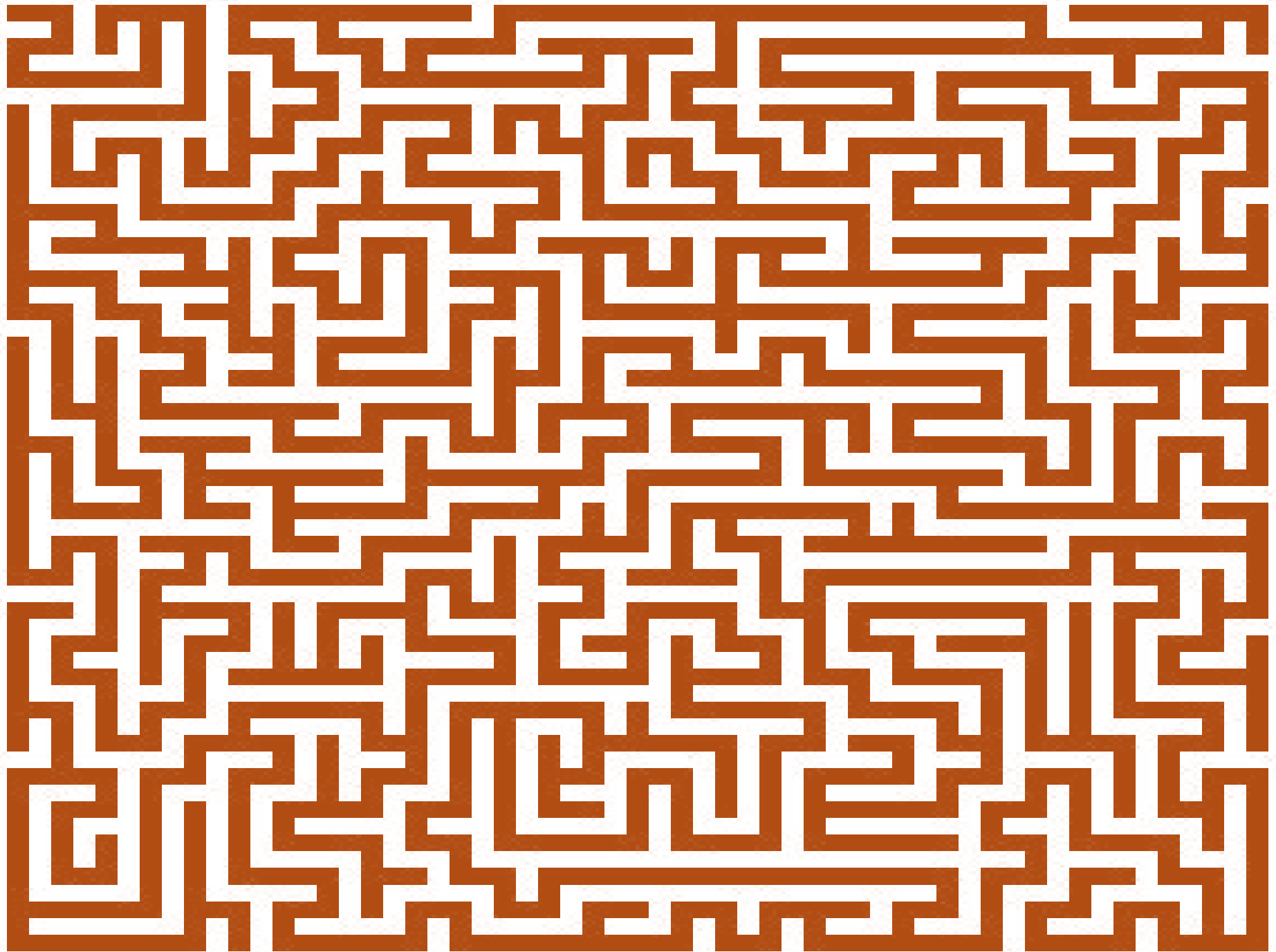
Gender Summit 8
Mexico City
April 29th, 2016

Simone Buitendijk
Vice-rector, Leiden University
The Netherlands









Bias in research and academia:

- **selection and promotion**
- **evaluation**
- **peer review**
- **content of research**

Peer review is at the heart of academic careers

publications



peer review



funding



peer review



academic careers

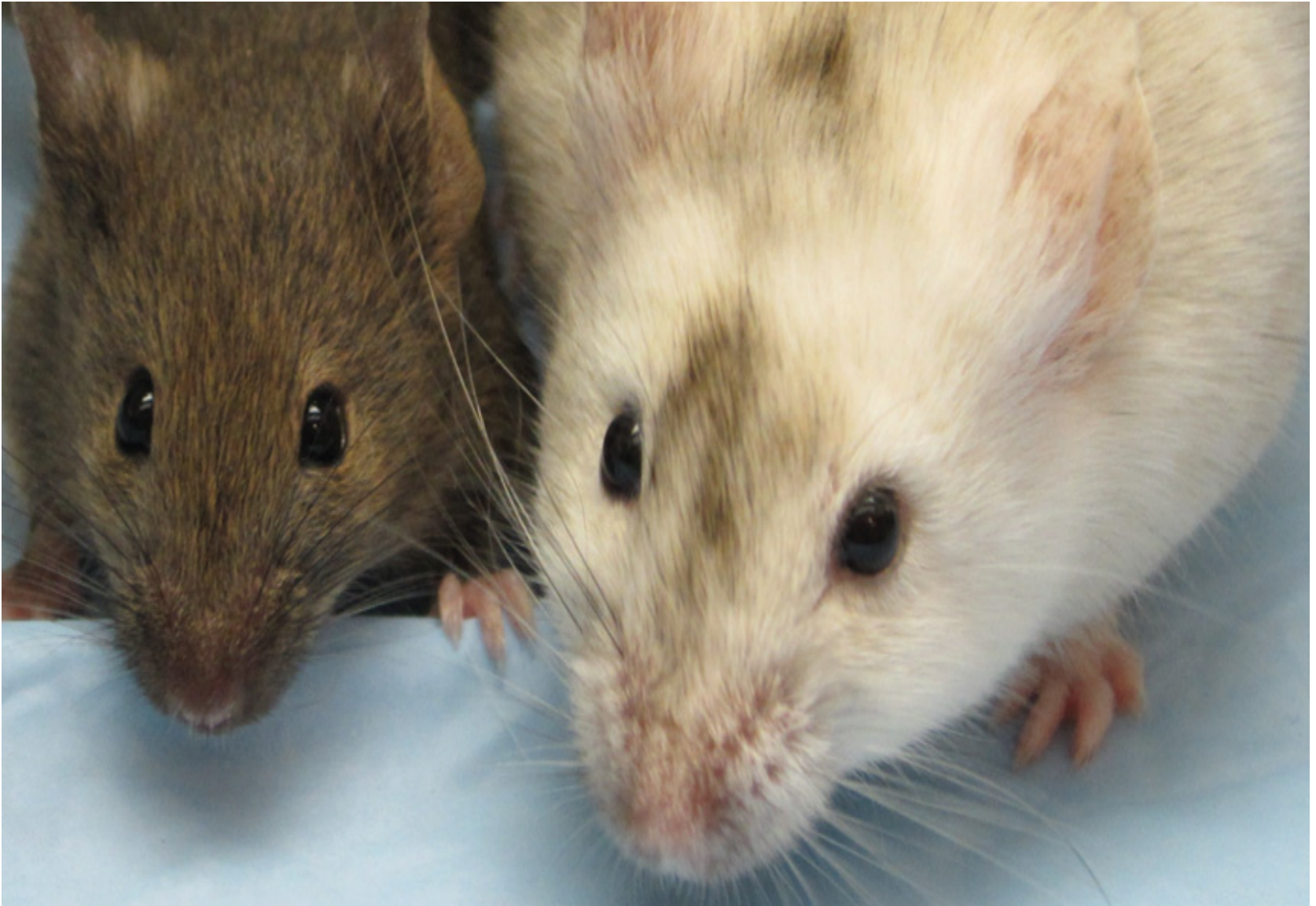


What university leaders say they want to teach their young research staff:

- **collaboration**
- **community building**
- **multidisciplinary work**
- **importance of societal impact**
- **importance of teaching**

What they actually teach their young research staff:

- **be highly competitive**
- **focus on your own cv in terms of grants, publications and authorship**
- **avoid multidisciplinary work**
- **societal impact is not that important**
- **teaching does not really count**

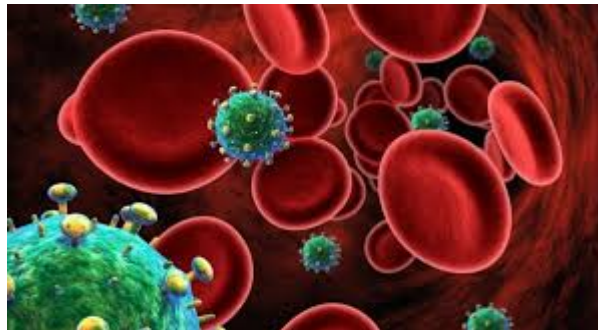


Bias in research and academia:

- **gender**
- **ethnicity**
- **social status**
- **geography**
- **status of institution**
- **field of research (?)**

Why gendered/inclusive research and innovation matters

- important for the power, vitality, quality and impact of global research
- eliminates bias and stimulates inclusivity
- saves lives (and money)



Position of Indigenous Women in Mexico

(Dissertation Barbara Ortiz, Universiteit Leiden, 2016)

CONCLUSIONS:

- **anthropology is dominated by white, male, higher class, 'Western' scholars**
- **male bias in Mexican anthropology: women almost invisible**
- **voice of indigenous Mexican women even less heard**
- **discrimination and exclusion of indigenous women in health care, education, policy making**
- **academia needs to value more sources of knowledge**

Position of Indigenous Women in Mexico

(Dissertation Barbara Ortiz, Universiteit Leiden, 2016)

RECOMMENDATIONS:

- **challenge stereotypes and prejudices**
- **use (indigenous) women as agents of change**
- **disaggregate statistics by gender, with attention to disadvantaged groups**
- **value diverse sources of knowledge in research and science**

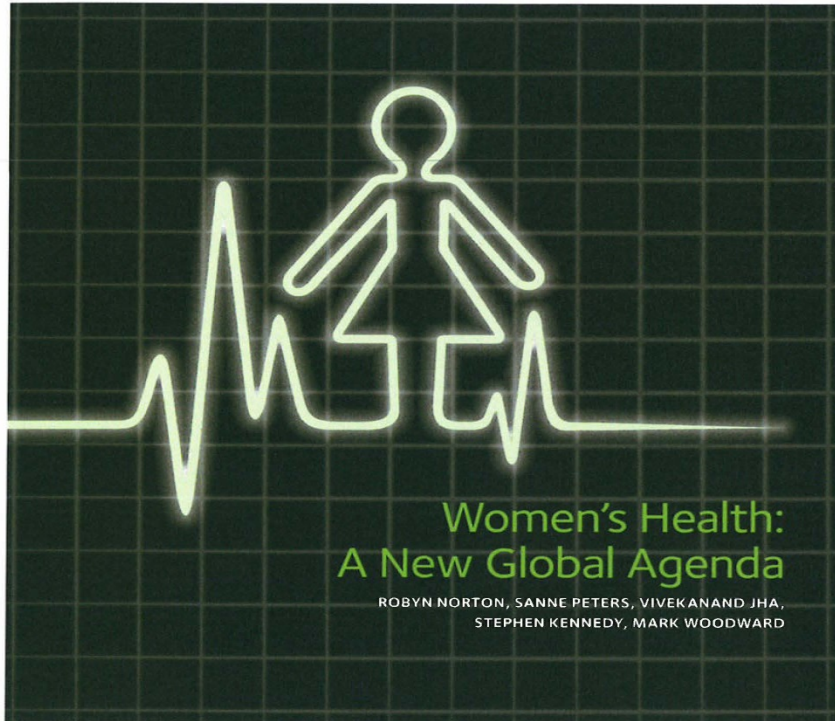
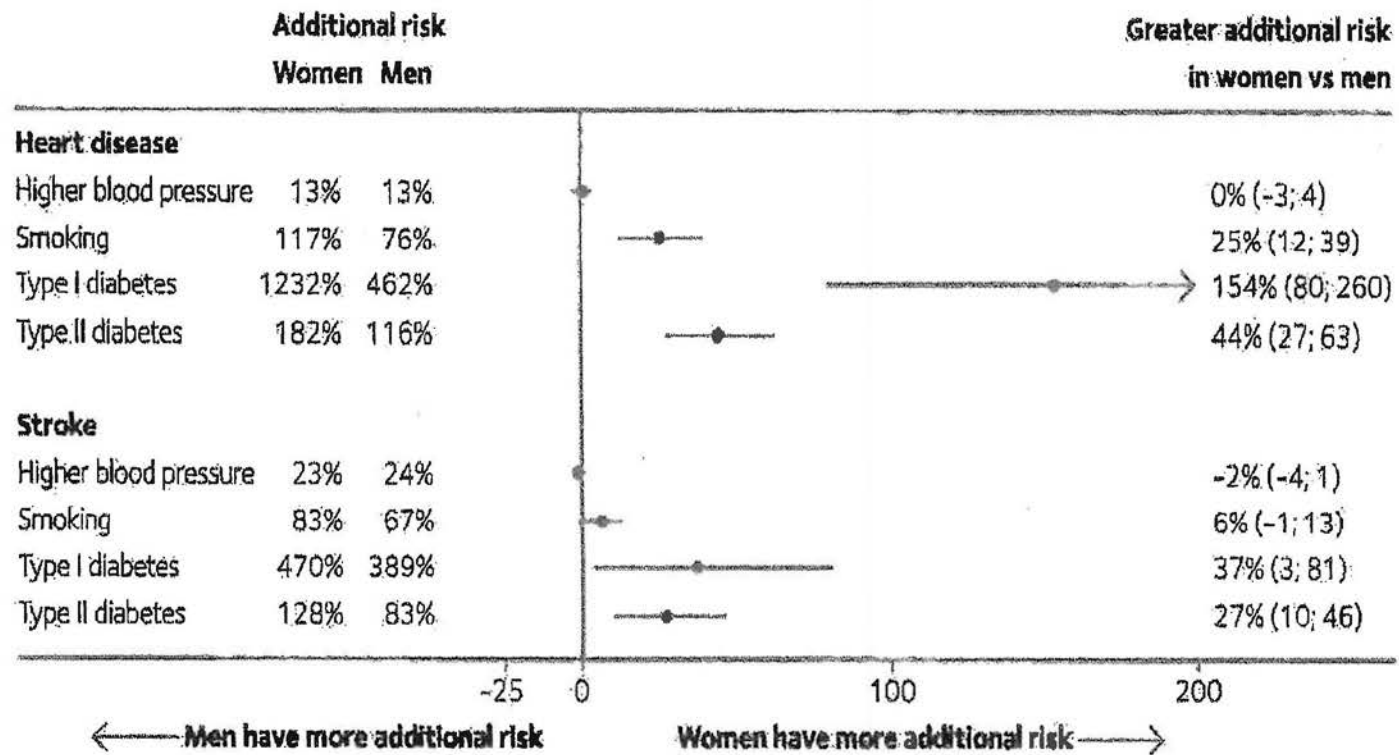


Table One: Leading causes of death for women globally, by development status and for selected countries, 2013

Rank	Global	HICs	UK	LMICs	China	India
1	Ischaemic heart disease	Ischaemic heart disease	Ischaemic heart disease	Cerebrovascular disease	Cerebrovascular disease	Ischaemic heart disease
2	Cerebrovascular disease	Cerebrovascular disease	Cerebrovascular disease	Ischaemic heart disease	Ischaemic heart disease	Cerebrovascular disease
3	Lower respiratory infections	Alzheimer's disease	Alzheimer's disease	Lower respiratory infections	Chronic obstructive pulmonary disease	Chronic obstructive pulmonary disease
4	Chronic obstructive pulmonary disease	Lower respiratory infections	Lower respiratory infections	Chronic obstructive pulmonary disease	Lung cancer	Diarrhoeal diseases
5	Alzheimer's disease	Chronic obstructive pulmonary disease	Lung cancer	Diarrhoeal diseases	Hypertensive heart disease	Lower respiratory infections
6	Diabetes	Lung cancer	Chronic obstructive pulmonary disease	HIV/AIDS	Alzheimer's disease	Tuberculosis
7	Diarrhoeal diseases	Breast cancer	Breast cancer	Diabetes	Lower respiratory infections	Asthma
8	HIV/AIDS	Colorectal cancer	Colorectal cancer	Tuberculosis	Stomach cancer	Hypertensive heart disease
9	Hypertensive heart disease	Hypertensive heart disease	Other cardiovascular and circulatory diseases	Hypertensive heart disease	Liver cancer	Diabetes
10	Lung cancer	Diabetes	Ovarian cancer	Malaria	Road injuries	Pneumoconiosis

Figure One: The additional risks of ischaemic heart disease and stroke associated with higher blood pressure, smoking, Type I and Type II diabetes in women compared with men



Factors that play a role in bias in content of research:

- **relative invisibility of non-norm group**
- **stereotyping**
- **built-in privilege for norm group**
- **judgment about value of 'other' type of knowledge**
- **various mechanisms of exclusion**

Global challenges require comprehensive, multidisciplinary, evidence based, (gender) inclusive solutions ---

and they require concerted action of research-intensive universities across the globe



Why global change is needed

- no systematic consideration and mainstreaming of inclusive thinking in the research process
- lack of awareness by researchers, university leaders, policy makers, politicians, research funders and journal editors



How global change can be reached

- integrate a gender perspective in ALL phases of the research process
- pay attention to intersectionality
- avoid bias, stereotyping and non-evidence-based assumptions
- understand the role of social sciences and humanities in inclusive research and science
- stimulate multidisciplinary in research and education



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE

