

DRIVERS: First Session

Two short papers:

- **Responsible Research, Inequality in Science and Epistemic Injustice** (Koch 2020)
- **The Science and Value of Diversity** (Swartz et al. 2019)

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Four Terms or Concepts

- **Reponsible Research and Innovation (RRI):** "a transparent, interactive process by which societal actors and innovators become mutually responsive to each other with a view to the (ethical) acceptability, sustainability and societal desirability of the innovation process and its marketable products (in order to allow a proper embedding of scientific and technological advances in our society)." (Schomberg 2013, 63)
- **Pasteur's Quadrant or Use-inspired basic research:** "basic research that seeks to extend the frontiers of understanding but is also inspired by considerations of use. It deserves to be known as Pasteur's quadrant in view of how clearly Pasteur's drive toward understanding and use illustrated this combination of goals." (Stokes 1997, 74)
- **Intersectionality:** "Intersectionality investigates how intersecting power relations influence social relations across diverse societies as well as individual experiences in everyday life. As an analytic tool, intersectionality views categories of race, class, gender, sexuality, class, nation, ability, ethnicity, and age – among others – as interrelated and mutually shaping one another." (Collins, Bilge 2020, 2)
- **Epistemic Injustice:** "refers to those forms of unfair treatment that relate to issues of knowledge, understanding, and participation in communicative practices" (Kidd, Medina, Pohlhaus 2017, 1)

DRIVERS Quadrant

Research is inspired by:

		Considerations of use?	
		No	Yes
Quest for fundamental understanding?	Yes	Pure basic research (Bohr)	Use-inspired basic research (Pasteur)
	No		Pure applied research (Edison)

Pasteur's Quadrant or Use-inspired basic research
(Stokes 1997, 73)

Considerations of Diversity, Equity, and Inclusion?

		No	Yes
		Yes	
No			

Considerations for Use-inspired basic research?

My proposed reading of both papers focuses on two types of arguments for DRIVERS:

- **normative arguments for more social justice** and
- **functional arguments for more innovative research.**

Responsible Research, Inequality in Science and Epistemic Injustice (Koch 2020)

- **RRI emphasizes science with society**, so far primarily understood as “involving stakeholders into science and innovation processes.” (672)
 - "What they hitherto do not discuss is how to **make science internally more inclusive** and tackle barriers that prevent marginalised scholars from participating in knowledge production and societal meaning-making." (672)
 - "open up **thinking about inclusiveness in the context of RI/RRI** by linking the discourses with scholarship on inequality and epistemic injustice in science" (672)
- **Epistemic and organizational dimensions of institutionalizing RRI:**
 - "**Research cannot claim to be ‘responsible’ if it reproduces inequality or causes epistemic injustice.** A cross-fertilisation of expertise on these issues would be mutually enriching, particularly with regard to the theme of inclusion, which is not only about stakeholder involvement, as the RI/RRI literature currently implies." (675)
 - "responsibility implies to **tackle inequalities in the community which produces this knowledge**" (675)
 - "**an inward dimension of responsibility as part of RI/RRI** based on the premise that scientists have a collective duty to care for diversity and address inequalities within the scientific field" (675)

The Science and Value of Diversity (Swartz et al. 2019)

- **Why is Diversity beneficial to Science?**
 - "Diverse Groups Publish More Frequently and Are Cited More" (S33)
 - "Diverse Groups Can Have Complementary Skill Sets" (S34)
 - "Diverse Groups Are Better Equipped to Address Health Disparities" (S34)
 - **Diversity increases the productivity of the science.**
- **What are the Barriers to Increasing Diversity?**
 - "The Approach to Fostering Diversity Permeates All Levels, Including Individuals, Institutions, National Organizations, and Government Policy" (S36)
- **How can our Field foster a Culture of Diversity?**
 - **Diversity as an inward dimension of responsibility supports the outward responsibility of science.**
- **What should Institutions Do to Foster Diversity and Inclusion?**
 - "Identify and Define Threats to the Promotion of Diversity and Inclusion" (S37)
 - "Create a System of Mutual Accountability" (S38)
 - **Focus on individual careers.**

References

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- Kidd, Ian James, José Medina, and Gaile Pohlhaus, Jr. 2017. “Introduction.” In *The Routledge Handbook of Epistemic Injustice*, edited by Ian James Kidd, José Medina, and Gaile Pohlhaus, 1–9. New York: Routledge. <https://doi.org/10.4324/9781315212043>.
- Koch, Susanne. 2020. “**Responsible Research, Inequality in Science and Epistemic Injustice: An Attempt to Open up Thinking about Inclusiveness in the Context of RI/RRI.**” *Journal of Responsible Innovation* 7 (3): 672–79. <https://doi.org/10.1080/23299460.2020.1780094>.
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- Swartz, Talia H., Ann Gel S. Palermo, Sandra K. Masur, and Judith A. Aberg. 2019. “**The Science and Value of Diversity: Closing the Gaps in Our Understanding of Inclusion and Diversity.**” *Journal of Infectious Diseases* 220 (Suppl 2): S33–41. <https://doi.org/10.1093/infdis/jiz174>.