

“SEFI is committed to diversity, equality, and inclusion within our engineering education community.”

Susanne Ihsen Award

This award honours the memory of Professor Susanne Ihsen, who pioneered gender and diversity research in engineering at the Technical University of Munich and made significant contributions to diversity policy in, and outside, the academic world. Before her untimely passing, Susanne served as Chair of the Gender and Diversity Working Group at SEFI and held key positions on the executive boards of the Center of Competence for Technology-Diversity-Equal Opportunity, among other influential roles. Honouring her life’s work, SEFI established this award to recognise outstanding papers about Diversity, Equity and Inclusion (DEI) at each SEFI Annual Conference.

Nominee Selection Criteria

The reviewers will take the following criteria in consideration when they make their nominations for the Susanne Ihsen Award.

NOMINEE SELECTION

Will be <u>included</u> in the nominee list	Will be <u>excluded</u> from the nominee list
<p>The paper focuses on at least one of the following:</p> <ul style="list-style-type: none"> • Broadening of access to engineering education or the engineering profession and participation of underrepresented/minoritised groups • Issues of fairness which could impact underrepresented/minoritised groups in engineering education or the engineering profession (experience, belonging, attainment, persistence/progression/promotion, etc) • The development and/or implementation of content explicitly focused on DEI based competencies (e.g., inclusive design, teamwork, intercultural competencies) or the use of inclusive pedagogies or universal design 	<ul style="list-style-type: none"> • Papers which disaggregate results by demographics/characteristics such as gender, but where DEI is not the main aim of the work • Work where the findings have an implication on DEI but that was not the initial/original aim of the work • Papers where there is no literature or conceptualisation of DEI and where this aspect is not substantially developed.

Award Criteria

The award committee will take into account the following criteria for designating the award. An award-winning paper does not need to meet all these criteria.

Purpose

- DEI problem clearly defined within context.
- Clear research questions/aims/hypotheses aligned with DEI goals.
- Demonstrates why the issue is urgent, underexamined or relevant.

Alignment

- Demonstrates understanding of current literature within the specific DEI area/field.
- Uses appropriate frameworks (e.g., critical race theory, intersectionality, disability studies, culturally sustaining pedagogy).
- Uses robust, appropriate methodologies aligned with the aims/research questions.
- Ethical considerations addressed (e.g., consent, positionality, power differentials).
- Limitations acknowledged.
- Findings elevate participant voice (meaningful inclusion of voices from marginalized or historically excluded groups, use of co-construction, participatory approaches, or community collaboration).

Contribution

- Advances existing knowledge by offering new insights, approaches, models/frameworks, interventions, or empirical findings, as well as ways of thinking about equity, diversity and inclusion.
- Offers clear implications for policy or practice; clearly articulates actionable insights regarding what educators, leaders, policy makers or researchers can do differently.
- Shows potential for lasting change within engineering education/practice or the broader community: Demonstrates or plausibly argues for positive outcomes, considers sustainability and scalability across contexts, addresses unintended consequences or risks.

General

- Clear structure and logical flow.
- Language is inclusive, respectful, and avoids unnecessary jargon.
- Accessible to a multidisciplinary education audience.
- The paper is written to be accessible (alt-text, appropriate use of colour, etc).