

## **Incorporating feminist practices into psychological science - the why, the what and the how (*Supplement*)**

Raw and cleaned data from the word cloud in Figure 1 can be found in the corresponding [OSF project](#). In Table S1, we define common terms and buzzwords around feminism in a glossary. See also [here](#) for a similar, LGBTQIA-focused glossary. Table S2 includes the full list and visualization of all 52 collected and rated practices. For dynamic visualizations, see the project's OSF page.

**Table S1. Alphabetical glossary of keywords associated with feminist approaches to doing (psychological) science, including definitions based on the context of this paper on feminist practices, and exemplary references for each term.**

<b>Term</b>	<b>Definition</b>	<b>Example references</b>
Ableist	Behaving discriminatory, exclusionary, or oppressing to people who are disabled, e.g. regarding mental, cognitive, emotional, and/or physical abilities.	Hehir (2007)
Accessibility	That affords access or allows to be approached or reached. More recently refers to support social inclusion for people with disabilities and others that may need more help with access.	Iwarsson & Ståhl (2003)
Accountability	Being responsible for one's own actions or involvement in others' actions, either as an individual or as a group (e.g., an institution).	Russo (2018)
Accumulation of advantage	The accumulation of initial small advantages that with time are magnified into bigger advantages. For instance, the accumulation of advantages that men have in science careers that with time makes it more difficult for women to advance as successfully and as competitively.	Billimoria & Liang (2013)
Ally	A person of the dominant or majority group who works to end oppression in their personal and/or professional life through support of, and as an advocate with and for, oppressed individuals or groups.	Washington & Evans (1991)
Androcentrism	A bias centering society around men and men's needs, priorities, and values, while women are pushed to the periphery and regarded either as irrelevant or problematic.	Bailey et al. (2019); Wiggington & Lafrance (2019)
Brophen science	Within the open science movement, a person who increases sharing within a select in-group who have the skills and resources but	Whitaker & Guest (2020)

	does not reach out or open science up to those who have been historically excluded. The term bro mainly refers to cis white men who still govern open science conversations.	
Cis-heteronormativity	The assumption that the norm is being heterosexual and cisgender, which furthers the marginalization of queer and gender diverse people.	Chevrette & Eguchi (2020)
Collaboration	The act of jointly working together with other individuals, welcoming new and different perspectives. Dismantles gate-keeping and exclusivity.	Acker & Wagner (2019); Lorde (1984); Pownall et al. (2021)
Colonialism	A political and economic relation in which the sovereignty of a nation or of people rests on the power of another nation. These patterns of power emerging as a result of colonialism define culture, labor, intersubjective relations, and knowledge production (especially in academia, for example).	Maldonado-Torres (2007)
Critical mass	Represents the tipping point or the threshold to disrupt the continuity of the status quo and the emergence of cultural change (sometimes defined as the minimum magical number of 15% of a population, according to Etzkowitz et al., 2000).	Etzkowitz et al., (2000); Billimoria & Liang (2013)
Demographic inertia	The idea that women's much later entrance into some scientific and research fields additionally contributes to their lack of representation in the more senior faculty staff.	Charlesworth & Banaji (2021)
Diversity	A variety of different expressions of gender, sexual preference, ethnicity, and many other factors etc. This includes a wide range of backgrounds, perspectives, and experiences. Often grouped together with equity and inclusion (= DEI or EDI).	Martinez-Acosta & Favero (2018)
Dual career	Referring to the concept of professionals or academics who, apart from pursuing a full-time or part-time career, also perform caring duties for family members.	Schiebinger & Schraudner (2011)
Epistemology	What scientists consider as knowledge about certain phenomena that influence what and how we can 'know', and who can know.	Eagly & Riger (2014), Wiggington & Lafrance (2019)
Equality	Equal amounts to each recipient. Describes the notion of all individuals having the same opportunities or same amount of support to reach certain goals.	Cook & Hegtvedt (1983)

Equity	Equivalence of the outcome/input ratios of all parties involved in an exchange. Leveling the playing field for all individuals to achieve the same goal, depending on different levels of support. This means that some people might need to receive more support than others. Often grouped together with diversity and inclusion (= DEI or EDI).	Cook & Hegtvedt (1983)
Eugenics	“The basis of eugenics was genetic, the idea that many characteristics or tendencies [...] are hereditary. The logic of selective breeding suggests that if bad characteristics could be blocked and good ones fostered the quality of a nation's people or its race could be improved [...]”	Devereux (2006)
Explicit bias	Being consciously aware of negative or positive attitudes and beliefs we have towards single others or groups.	Clarke (2018); Daumeyer et al. (2019)
Feminism	Identifying and challenging power in all its forms.	Based on current authors' perspectives in the context of this manuscript; D'Ignazio & Klein (2020)
Feminist killjoy	A person who notices and who names, refusing to stay silent, resisting the promise of happiness, and challenging existing structures.	Ahmed (2017); Murray (2018)
Gate-keeping	Process where an arbiter, person or system, influences transitions between and ascension within developmental stages and is associated with exercising different types of power.	Barzilai-Nahon (2009); Knotek et al., (2020)
Gender	A dimensional social construct that describes what identity a person ascribes to themselves (e.g., male, female, non-binary). Different from (biological) sex, which is ascribed at birth and based on sexual reproductive organs.	Lindqvist et al. (2020)
Gender citation gap	Women are credited less in science than men across multiple fields and at all career stages. This has negative repercussions for career progress.	Ross et al. (2022)
Gender-specific labor market segregation	The idea that in different science professions, women take up a specific layer of the workforce (e.g., the majority of part-time	Olos & Hoff (2006)

	working staff, staff on non-permanent contracts, or non-managerial staff). Note that according to Olos & Hoff (2006), this happens in the psychological professions despite the fact that women are the majority of the total workforce.	
Hegemony	Originally, Hegemony referred to domination or leadership, especially the influence of a state or nation. Gramsci reinterpreted the term to refer to (often concealed) class relations of domination and institutional power.	Freedden (2003)
Ideology	The imagined relationship to the real conditions of our existence.	Kosman & McGregor, 2020
Implicit bias	Introspectively unidentified (or inaccurately identified) traces of past experiences that mediate favorable or unfavorable feeling, thought, or action toward social objects.	Greenwald & Banaji (1995); Daumeyer et al. (2019)
Marginalized group	Different groups of people within a given culture, context, and history that are at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds.	Baah et al. (2019)
Member checking	A validation technique that asks participants to confirm their responses and the researcher's interpretation of their responses.	Matsik et al. (2021)
Motherhood penalty vs. fatherhood bonus	The idea that gender pay gap intersects with maternity/paternity, but affects men and women differently. Specifically, the lower probability of married women with and without young children to be offered tenured faculty positions, as well as the less chances these women have to be put forward for a promotion, hire, or managerial position. In contrast, men with children have been found to be offered more than men without children. Mothers are also often found to be paid smaller starting salaries and judged as less competent and committed to the work than non-mothers (which is the contrary to fathers seen as more competent and committed than non-fathers). These effects are related to the perceptions that maternity reduced women's commitment to the job, but increases that of men after parenthood.	Charlesworth & Banaji (2021); Billimoria & Liang (2013)
Hidden curriculum	Provides insights to students for engaging in the academic community, but it also can act as an invisible blockade for students unaware of its existence. In academia it represents a	Calarco (2020); Barham & Wood (2022)

	set of informal norms and rules, expectations, and skills that inform our “ways of doing” academic practice.	
Identity	Multidimensional sense of who they are based on their group membership(s).	Ashmore et al. (2004)
Inclusivity / Inclusion	Goes beyond diversity by improving equal valuation of all individuals by ensuring that everyone’s experiences and training are respected by surrounding people and that their participation provides unique perspectives that help create better solutions. Often grouped together with equity and diversity (= DEI or EDI).	Martinez-Acosta & Favero (2018)
Intersectionality	Acknowledging that subjectivity is constituted by mutually reinforcing vectors of race, gender, class, and sexuality.	Nash (2008)
Leaky pipeline	The proportion of women decreases the higher the career position in question. The metaphor visualizes a pipe that gets leakier with increasing career level, specifically for women.	Ong et al. (2011); Charlesworth & Banaji (2021)
Oppression	Experiencing a disadvantage because of one’s identity (e.g. racism or sexism). Opposite of privilege.	Samuels & Ross-Sheriff (2008)
Patriarchy	A manifestation and institutionalization of male dominance over others, e.g. women and children in a family, and the extension of male dominance over women in society in general.	Sultana (2010)
Pluralism	The energetic engagement with diversity, active seeking of understanding across lines of difference, holding differences in relation to each other, and both giving and taking (self-) criticism.	Eck (2006)
Positionality	The disclosure of how a researcher’s self-identifications (e.g. racial, gender, class) experiences, and privileges may influence methods and interpretation of results.	Massoud (2022)
Power	Having influence over a person’s life. Dynamically creating a hierarchy in terms of who makes decisions, has access to resources, guides norms, and dominates conversations.	Based on current authors’ perspectives in the context of this manuscript.
Privilege	A special right or advantage, only given to or is available for a specific person or groups of	Elsherif et al. (2022)

	people, based on their identity. Opposite of Oppression.	
Procedural justice	Also called procedural fairness. The fairness of processes used by those in positions of authority for others reach specific outcomes or decisions.	Bennett et al. (2018)
Racial capitalism	The concept that capitalism operates along racial lines, where degree of exploitation is correlated with degree of racialization.	Robinson (2000)
Racialized	The political process of being racialized is to have a racial identity ascribed to a relationship, social practice, or group that did not identify itself as such, for the purpose of domination and social exclusion.	Omi & Winant (1986)
Tokens/solos	Individuals who are the sole representations of their group within an activity or role (e.g., in a workplace). This might mean that they would be perceived and treated differently than the majority of people within the work setting, and experience scrutiny, stereotyping or negative judgment.	Billimoria & Liang (2013)
Social justice	Fairness as it manifests in society, which has complex multidimensional categories which may include redistribution/recognition, sameness/difference, and macro/micro as multidirectional, intersecting spheres.	North (2006)
Significant minority	The next “step” from individuals viewed as tokens/solos is when they become a significant minority. That means they begin to be seen in a less stereotyped and more individualistic way.	Billimoria & Liang (2013)
Underrepresentation	The word has many definitions but it generally means that women should participate in different activities and groups in society roughly in a proportion that corresponds to their proportion in the whole society. In the academic context we are discussing, this would mean having women as a proportion of academics corresponding to the proportion of women doing research graduate degrees.	Billimoria & Liang (2013)
White supremacy	Non-identification of whites with a racial group and subsequent assumption of a dominant, leading role in the world, while at the same time not acknowledging privilege.	Chrobot-Mason et al. (2020)

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**Table S2. Author-collected list of 52 feminist practices, rated by difficulty and importance and sorted into different categories.**

Category	Practice	Difficulty	Importance
Hiring procedures	Provide all interview questions before the interview (institutional; addresses accessibility).	1.2	5.0
	Value-based interviews when hiring for a research lab (individual; skills can be learned, values are hard to change).	4.2	5.6
Career progression	Recognize emotional labor and community-engaged work towards promotion & tenure (institutional).	7.8	8.4
	Take into account other activities usually taken by women (caretakers, homemakers etc...) for tenure, authorship, any career advancement.	6.2	8.4
	Make high impact service activities more visible, equitably distributed, and valued in the tenure and promotion process.	6.4	8.4
	Promote opportunities widely, not only to one's own inner circle (individual).	2.4	7.2
	Creating part-time tenure positions. Normalizing more the pausing/extending of the "tenure clock". Providing paid maternity leave while women have or adopt children.	8.2	9.0
Career progression	Reimagining the traditional scientific indices of success, such that they include the actual quality of the research output, the commitment to open scholarship, the mentoring, community building, interdisciplinarity and diverse ways of working.	7.8	9.2
	Making sure the compensation matches the service and staff are given "research leaves". For this, a rotational principle of services is recommended, where there is higher accountability of completion of the service.	6.0	8.0
	Procedural justice: make implicit rules explicit, avoid the hidden curriculum, being able to know what has to be done to achieve a certain thing (what documents you need for an application, how-to's, etc.).	3.8	7.8
Workplace inclusion	Design campus and courses with accessibility as a core value, in consultation with people with various disabilities (institutional).	7.2	8.6

Workplace inclusion	Engage in scientific dialogue in an inclusive and civil way (individual civil dialogue; institutional code of conduct).	3.4	7.8
	Keep intersectionality in mind.	4.6	6.4
	Longer and mandatory parental leave (for both parents- institutional).	8.0	8.2
	Establish “period day” leave (institutional).	6.4	4.8
	For activities take into account costs (both human and monetary).	3.6	6.0
	Scheduling important work events and meetings around family duties. Always providing on-line attendance opportunities and more flexibility.	2.0	7.0
	Training on identifying toxic masculinity behavior and white male privilege (institutional and individual level)-	4.0	7.8
	Intensive sexual harassment training for organisations and reforming the power structure to diffuse power, reduce isolation and provide more support for victims in reporting. Zero tolerance policy for harassers. Higher accountability in cases of sexual harassment. Implementing clear bystander procedures for reporting. Following up to make sure victims and bystanders reporting are not extorted for breaking the silence (continuous organizational support).	6.2	9.8
	Bringing The Bystander sexual harassment prevention workshop: <a href="https://www.soteriasolutions.org/college/">https://www.soteriasolutions.org/college/</a> .	2.4	7.8
Personal growth	Draw an accountability map: who are you accountable to? What is each of those relationships like? (individual; helps to see relations of power, so that they can then be navigated transparently).	1.8	6.2
	Practice reflexivity through journaling (writing/audio/video) (individual).	2.6	5.8
	Self-care: move your body, stay hydrated, eat nutritious food, talk to other feminists.	2.0	8.8
	Reflect on hierarchies (in power, priorities, and thought) and privilege in work contexts, as well as on personal gender biases.	2.8	8.6

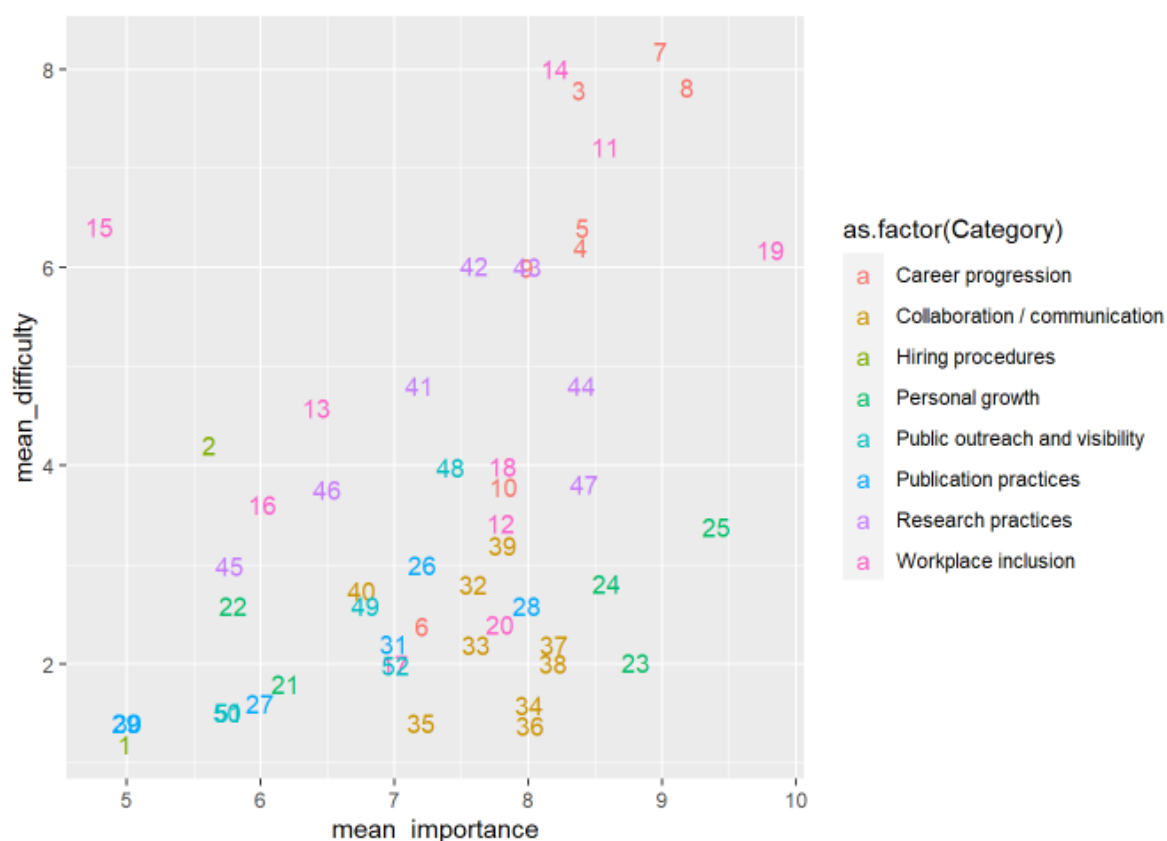


	Speaking up more often, pointing out sexist behavior and gender inequality. Be an active bystander (individual).	3.4	9.4
Publication practices	Develop a citational politic in line with your values, for example 51% of all citations have a woman or otherwise minoritized individual as a first-author, cite no white men, or shift citation framework from performative to generative discussion (individual; uses the academic currency of citation to distribute power).	3.0	7.2
	Situate the knowledge you produce in manuscripts, i.e., through positionality statements (individual).	1.6	6.0
	Publish open-access and share your work (data, code, materials) if possible and allowed, in a FAIR way and allow others to take part, especially those from regions/institutions who have less resources than you.	2.6	8.0
Publication practices	CleanBib (a tool to address bias in citation and referencing practices): <a href="https://github.com/dalejn/cleanBi">https://github.com/dalejn/cleanBi</a> .	1.4	5.0
	A tool for assessing gender biases in referencing: <a href="https://jsumner.shinyapps.io/syllabustool/">https://jsumner.shinyapps.io/syllabustool/</a> .	1.4	5.0
	Be generous and generative when reviewing; if/where relevant, request positionality, more diverse citations, additional context to situate the knowledge (individual).	2.2	7.0
Collaboration/ communication	Collaborate with many people, forming diverse groups.	2.8	7.6
	Exchanging viewpoints and stay open to views that are different from your own.	2.2	7.6
	Support each other in the lab/work place, provide helpful feedback, mentor/teach the younger generation or people reaching out for support.	1.6	8.0
	Be kind when talking to or about other people, think about how you would like to be spoken to/addressed.	1.4	7.2
	Respect people's boundaries and restrictions.	1.4	8.0
	Pass the mic: allow those from marginalized communities to take the stage (individual).	2.2	8.2
Collaboration/ communication	Prioritize those who have been marginalized not the most vocal (usually white males).	2.0	8.2

	Sexual harassment training for individuals.	3.2	7.8
	UniSAFE project and database for addressing gender violence: <a href="https://unisafe-gbv.eu/">https://unisafe-gbv.eu/</a> .	2.8	6.8
Research practices	Increase diversity and inclusion (gender, nationality etc.) in samples in order to generalize.	4.8	7.2
	More research on impact of medicine on women and discriminated groups who have been neglected from mainstream medical studies (e.g. differences in effects from psychiatric drugs. In psychology this can translate to being more mindful of our sample size & justification- institutional).	6.0	7.6
	Sharing equality data across organizations and creating data hubs for such data. Making the collection of such data part of mainstream audit procedures, and ensuring that the collected data is reliable, valid and robust (i.e., ensuring that there is human and other capital capacity in the organization for collecting and presenting such data).	6.0	8.0
	Making pay for the different professional stages and positions more public, assessing the data on the gender pay gap, especially including the higher career stages. To better represent this, also collecting data on service imbalance across staff and the compensations and research time staff with extra service workloads are given.	4.8	8.4
	The Gender Equality Audit and Monitoring (GEAM) Tool for surveys of gender equality in academic institutions: <a href="https://act-on-gender.eu/nes/gender-equality-audit-and-monitoring-geam-tool">https://act-on-gender.eu/nes/gender-equality-audit-and-monitoring-geam-tool</a> .	3.0	5.8
	On-going procedures of data collection on diversity in the grant and award support offices of institutions, and publicizing these more openly.	3.8	6.5
Research practices	Rigorous consulting on implicit and explicit gender bias to the boards assessing funding applications.	3.8	8.4
Public outreach and visibility	Be sure that your research output actually reaches the people that are the focus of your research (e.g., if you want to reach the general public, scientific papers alone is not the way to go).	4.0	7.4

Diversity monitoring for colloquia and symposia, and involving more women in their decision panels.	2.6	6.8
A tool for assessing conference speaker diversity: <a href="http://aanandprasad.com/diversity-calculator/?groupName=women&amp;numSpeakers=20&amp;populationPercentage=10">http://aanandprasad.com/diversity-calculator/?groupName=women&amp;numSpeakers=20&amp;populationPercentage=10</a> .	1.5	5.8
BiasNeuro also tracks conference speaker diversity: <a href="https://biaswatchneuro.com/about/">https://biaswatchneuro.com/about/</a> .	1.5	5.8
Code of conduct of conference, symposia and public outreach events that addresses gender violence and sexual harassment (e.g., Sharp, 2022).	2.0	7.0

*Note.* Higher values indicate higher difficulty or importance.



**Figure S1. Static visualization of author-collected and -rated practices according to (x) mean importance and (y) mean difficulty. For a dynamic version see <https://osf.io/qc6d3>.**

The 'Top 11' from the bottom right corner (low difficulty, high importance)

- 20 - Bringing The Bystander sexual harassment prevention workshop: <https://www.soteriasolutions.org/college/>

- 23 - Self-care: move your body, stay hydrated, eat nutritious food, talk to other feminists!
- 24 - Reflect on hierarchies (in power, priorities, and thought) and privilege in work contexts, as well as on personal gender biases.
- 25 - Speaking up more often, pointing out sexist behaviour and gender inequality. Be an active bystander (individual)
- 28 - "Publish open-access and share your work (data, code, materials) if possible and allowed, in a FAIR way & allow others to take part, especially those from regions/institutions who have less resources than you"
- 33 - Exchanging viewpoints and stay open to views that are different from your own
- 34 - Support each other in the lab/work place, provide helpful feedback, mentor/teach the younger generation or people reaching out for support
- 35 - Be kind when talking to or about other people, think about how you would like to be spoken to/addressed
- 36 - Respect people's boundaries and restrictions
- 37 - Pass the mic: allow those from marginalised communities to take the stage (individual)
- 38 - Prioritise those who have been marginalised not the most vocal (usually white males)

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