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**1. "Science is competitive. How do those with barriers such as being neurodivergent that impacts scientific output continue to be competitive and remain in science?"**

- Identify mentors and/or supervisors who are understanding and supportive of your neurodivergent identity. They can offer guidance and advice, and help navigate challenges in the science community and ways to stay competitive that can accommodate neurodivergence.

**2. "What resources on intersectionality in polar sciences exist that organizations and institutions can use and find? "**

There is no one-bullet-point response for this question. The below is a starting point for accessing literature on intersectionality in polar sciences or stem. Please note that discussions and efforts on intersectionality in polar research and science have mostly been through online and in person conferences, webinars, workshops, and events. I have provided some links below.

Publications on intersectionality or intersectional experiences in STEM:

- Nash, M. a. M., R. (2022). "In/visible: The intersectional experiences of women of color in science, technology, engineering, mathematics, and medicine in Australia." Gender, Work & Organization. <https://dx.doi.org/10.1111/gwao.12908>

- Seag, M., Badhe, R., and Choudhry, I. (2020). "Intersectionality and international polar research." Polar Record 56(e14): 1-5. <https://dx.doi.org/10.1017/s0032247419000585>

- Seag, M., Bravo, M., and Nielsen, H. (2021/2022) SCAR Fellowship Report - Toward an intersectional framework for understanding gender inequality in international Antarctic research. <https://www.scar.org/library/capacity-building/fellowships-2/fellowship-reports/5800-morgan-seag-2022-fellowship-report/>

- Willis, A. (2022). Imagery of the Australian Antarctic Program: Whiteness and Gender in Recruitment Imagery. School of Social Sciences, University of Tasmania. Bachelor of Arts with Honours in Sociology. Pdf available upon request.

- Ma, Y., & Liu, Y. (2017). Entry and Degree Attainment in STEM: The Intersection of Gender and Race/Ethnicity. Social Sciences, 6(3), 89. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/socsci6030089>

- Starkweather, M. Seag, O. Lee & A. Pope (2018) Revisiting

perceptions and evolving culture: a community dialogue on women in polar research, Polar

Research, 37:1, 1529529, <https://doi.org/10.1080/17518369.2018.1529529>

- SCGES 2023 Webinar: Gender equality and beyond in polar sciences [https://www.youtube.com/watch?v=TUk3CiU\\_l2w](https://www.youtube.com/watch?v=TUk3CiU_l2w)

-SCAR Inclusion and Antarctic Research workshop <https://scar2022.org/workshops/> with recorded Session 1 <https://www.youtube.com/watch?v=Z-c23VNBNDQ> and

Session 2 <https://www.youtube.com/watch?v=vxFzWYcon3>

- IARPC Diversity and Inclusion Community Practice Working Group (Arctic)

<https://www.youtube.com/playlist?list=PLKmWPA-SFZ6s-9eOilPBmQTdAXQqEdbEF>

**3. "What does the panel think of language as a barrier in international forums like SOOS?"**

This is a somewhat difficult one because addressing language as a barrier in international forums can be budget/funding dependent. Where possible, international forums should consider interpretation services and work with presenters to have presentations and materials translated into multiple languages.

**4. "How can we make SOOS and other international forums more inclusive for researchers coming from non-english speaking countries?"**

This requires a concerted effort by the hosts of international forums to address language barriers to promote linguistic diversity, but something as simple as encouraging presenters to use visuals, graphs and diagrams instead of text where necessary and translate important materials e.g., agenda, conference programs, abstracts, schedules into relevant languages to reach a broader audience.

**5. "Where does the balance between institutional responsibility and what individuals can do to ensure polar research is safe for those of all identities lie?"**

The balance between institutional responsibility and individuals lies within open, honest communication/dialogue, accountability, and collaboration.