



Jörg Müller

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IN3 - Internet Interdisciplinary Institute, Av. Carl Friedrich Gauss, 5, 08860, Castelldefels, Spain

● WORK EXPERIENCE

1 DEC 2008 – CURRENT – Barcelona, Spain

SENIOR RESEARCHER – UNIVERSITAT OBERTA DE CATALUNYA

1 SEP 2001 – 31 AUG 2008 – Barcelona, Spain

RESEARCHER – UNIVERSITAT DE BARCELONA

● EDUCATION AND TRAINING

1 JAN 2001 – 19 AUG 2005 – Sewjenenstrasse 6, Visp, Switzerland

PHD IN COMMUNICATIONS – European Graduate School

<https://egs.edu/>

15 JUL 1999 – Berlin, Germany

GRADUATE SOCIOLOGY (DIPL. SOZ.) – Freie Universität Berlin

<https://www.fu-berlin.de/>

● LANGUAGE SKILLS

Mother tongue(s): **GERMAN**

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken production	Spoken interaction	
SPANISH	C2	C2	C2	C2	C2
ENGLISH	C2	C2	C2	C2	C2
CATALAN	C2	C2	B2	B2	B1

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

DIGITAL SKILLS

R / R Studio / R Markdown | Operating Systems (Windows, Linux) | Ms office | iWork | LibreOffice | Programming R: Statistics

PUBLICATIONS

Sensor-based proximity metrics for team research. A validation study across three organizational contexts

<http://link.springer.com/10.3758/s13428-020-01444-x> – 2020

Wearable sensors are becoming increasingly popular in organizational research. Although validation studies that examine sensor data in conjunction with established social and psychological constructs are becoming more frequent, they are usually limited for two reasons: first, most validation studies are carried out under laboratory settings. Only a handful of studies have been carried out in real-world organizational environments. Second, for those studies carried out in field settings, reported findings are derived from a single case only, thus seriously limiting the possibility of studying the influence of contextual factors on sensor-based measurements. This article presents a validation study of expressive and instrumental ties across nine relatively small R&D teams. The convergent validity of Bluetooth (BT) detections is reported for friendship and advice-seeking ties under three organizational contexts: research labs, private companies, and university-based teams. Results show that, in general, BT detections correlated strongly with self-reported measurements. However, the organizational context affects both the strength of the observed correlation and its direction. Whereas advice-seeking ties generally occur in close spatial proximity and are best identified in university environments, friendship relationships occur at a greater spatial distance, especially in research labs. We conclude with recommendations for fine-tuning the validity of sensor measurements by carefully examining the opportunities for organizational embedding in relation to the research question and collecting complementary data through mixed-method research designs.

Using Sensors in Organizational Research—Clarifying Rationales and Validation Challenges for Mixed Methods

<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01188/full> – 2019

Sensor-based data are becoming increasingly widespread in social, behavioral, and organizational sciences. Far from providing a neutral window on “reality,” sensor-based big-data are highly complex, constructed data sources. Nevertheless, a more systematic approach to the validation of sensors as a method of data collection is lacking, as their use and conceptualization have been spread out across different strands of social-, behavioral-, and computer science literature. Further debunking the myth of raw data, the present article argues that, in order to validate sensor-based data, researchers need to take into account the mutual interdependence between types of sensors available on the market, the conceptual (construct) choices made in the research process, and the contextual cues. Sensor-based data in research are usually combined with additional quantitative and qualitative data sources. However, the incompatibility between the highly granular nature of sensor data and the static, a-temporal character of traditional quantitative and qualitative data has not been sufficiently emphasized as a key limiting factor of sensor-based research. It is likely that the failure to consider the basic quality criteria of social science measurement indicators more explicitly may lead to the production of insignificant results, despite the availability of high volume and high-resolution data. The paper concludes with recommendations for designing and conducting mixed methods studies using sensors.

Not Simply 'Counting Heads': A Gender Diversity Index for the Team Level

<https://doi.org/10.1007/s11205-021-02635-5> – 2021

This article proposes a new composite measure of gender diversity for research teams that goes beyond simply 'counting heads'. This measure adopts a more elaborated understanding of gender diversity than merely relying on the proportion of women and men, by taking into account the outcomes of gendered processes along seven grounds of diversity (age, care responsibilities, marital status, education, tenure, seniority, contractual position). Rather than focus on the individuals or the organisations, this measure is computed at the level of teams. This is because teams constitute a unit of analysis highly relevant to the context of higher education research but are often neglected. Illustrations of the results for STEM research teams are provided to show the potential uses of the Gender Diversity Index as a diagnostic tool (e.g. in certification schemes such as Athena SWAN in the UK and elsewhere), or to measure and report on the progress of gender change within higher education institutions.

Gender and family influences on Spanish students' aspirations and values in stem fields

<https://www.tandfonline.com/doi/full/10.1080/09500693.2017.1405464> – 2017

Drawing on expectancy-value theory, this study examines gender and family influences on students' career aspirations and attached values. 796 secondary Spanish students (M age = 16 years old, $S.D. = 0.81$) participated. 53% were boys. The results show that boys and students with mothers who have completed intermediate level education were more interested in science, technology, engineering and mathematics (STEM) architecture and technology. Girls and students with highly educated mothers born in Spain were more likely to aspire to STEM health and experimental studies. Furthermore, boys and students planning to pursue STEM-technology studies attached higher extrinsic values to these studies. On the contrary, girls and participants with interest in experimental and health studies attached less extrinsic values to these studies. Moreover, students with highly educated mothers and interested in STEM architecture and technology reported higher extrinsic values. Understanding the interaction of gender and family factors shaping adolescents' career aspirations in STEM fields seems to be crucial to designing significant and effective school and family grounded interventions.

Integrating the gender dimension in teaching, research content & knowledge and technology transfer: Validating the EFFORTI evaluation framework through three case studies in Europe

<https://www.sciencedirect.com/science/article/pii/S0149718919302393> – 2020

Gender equality and [gender mainstreaming](#) in research is one of the six European Research Area (ERA) priorities. Integrating the gender dimension in research content and teaching is one of its three objectives. It is arguably the objective where least progress has been made. In this article we contribute to the evidence base by applying the EFFORTI evaluation framework to three empirical case study interventions that aim to integrate the gender dimension in tertiary education and research content. Comparison is based on an evaluation of the design of the intervention, those factors that have enabled/ hindered its implementation as well as an assessment of outcomes and impacts. The findings of the case studies highlight the importance of design, specifically regarding resources, legal status and the definition and operationalisation of the gender concept. Implementation hinges on top-level institutional commitment and mainstreaming gender studies with support of a central unit and crucially gender competence. A lack of recognition and status of gender studies and subsequent innovations was seen to hamper implementation. Outcomes and impacts included an increased awareness and interest in gender, increased gender competence, a push towards gender equality regarding representation and organisational change as well as an improved accreditation process and more and better research.

PROJECTS

1 MAY 2018 – 31 OCT 2021

ACT. Communities of Practice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe.

<https://www.act-on-gender.eu/>

ACT (**Communities of PrACTice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe**) is a Coordination and Support Action project funded by the European Union's Horizon 2020 research and innovation programme. The initiative seeks to advance gender equality at Research Performing Organizations and Research Funding Organizations across Europe by strengthening the existing infrastructure for knowledge sharing and mutual learning to promote institutional change in this field.

ACT will start up a European network of 7 Communities of Practice (CoPs) in research organizations and will provide them with tailor-made mechanisms for new learning and practice, such as an online Hub for knowledge sharing, an adaptable instrument for monitoring and evaluating gender equality, toolkits and training materials in participatory methods, or thematic videos addressing shared needs.

Project Coordinator: Jörg Müller

1 OCT 2015 – 30 SEP 2018

GEDII. Gender Diversity Impact. Improving Research and Innovation through Gender Diversity.

<https://www.gedii.eu/>

GEDII aims to produce new insights into how gender diversity in teams affects research performance. Although past work hints at the importance of gender aspects for the quality, productivity and innovation of research, its real payoff remains very unevenly evidenced. Using innovative methods for analyzing the diversity-performance relationship, the project will develop in the first place a reliable gender diversity measure that is sensitive to power, status and information sharing differentials within research teams and across public & private organisations. This Gender-Diversity-Index (GDI) will establish a nuanced and realistic baseline in order to assess for the first time the impact of gender diversity across countries and sectors.

In a second step, the GDI scores will then be set in relation to a flexible set of performance indicators, including patent and bibliometric measures across Europe, combined with new indicators of social impact. While results might be applicable across the sciences, **GEDII** will primarily focus on teams working in the field of biomedical engineering and transport research – both areas that are a priority for European research funding and have high societal impact. Part of the challenge clearly consists of bringing together insights from very diverse knowledge fields such as gender studies, the “science of team science”, and research evaluation. By combining these disparate conceptual approaches with an innovative assessment tool, **GEDII** strives to provide for the first time clear and comprehensive evidence for the link between gender diversity and research performance.

Project coordinator: Jörg Müller

GenPort. GenPORT. An internet portal for sharing knowledge and inspiring collaborative action

<http://www.genderportal.eu>

GenPORT is a community sourced internet portal for sharing knowledge and inspiring collaborative action on gender and science.

A developing online community of practitioners, policy-makers and researchers is served by the GenPORT portal, and made up of organisations and individuals working across the globe for gender equality and excellence in science, technology and innovation. This covers all sciences – natural and social sciences, and humanities.

The GenPORT community and internet portal provide an arena for organisations and individuals to showcase and act as a gateway to a wealth of research resources, policy information, practical materials, and much more. Constantly evolving online information and services are shaped by the activities and contributions of community members. The portal aims to facilitate the exchange of experiences and to foster collaboration, and so to support continuing policy and practical interventions in pursuit of gender equality.

Project coordinator: Jörg Müller

1 JUN 2016 – 31 MAY 2019

EFFORTI (Evaluation Framework for Promoting Gender Equality in R&I)

<https://efforti.eu/>

EFFORTI (Evaluation Framework for Promoting Gender Equality in R&I) is a H2020 Research and Innovation Action project aimed at building an evaluation framework for gender equality measures across Europe. It seeks to analyse and model the influence of measures to promote gender equality on research and innovation outputs and on establishing more responsible and responsive RTDI (research, technology, development and innovation) systems.

The project will gather existing evaluation approaches and will design a common analytical framework to systematize and deepen knowledge on the scope, relevance, effectiveness and efficiency of gender equality policies on research and innovation. The evaluation framework will be tested with 25 case studies distributed across France, Austria, Sweden, Germany, Spain and Denmark, and made available as an online knowledge base and interactive tool.

With a total budget of just under 2 million €, **EFFORTI** is coordinated by the Fraunhofer Institute in Germany and involves partners from Denmark (University of Aarhus), Austria (Joanneum Research), Hungary (The Association of Hungarian Women in Science), and Luxembourg (Intrasoft) besides Gender and ICT in the IN3 (Universitat Oberta de Catalunya).

1 JAN 2020 – 31 MAR 2022

CASPER. Certification-Award System to Promote Gender Equality in Research

<https://www.caspergender.eu/>

CASPER is a Research and Innovation action project funded by the **European Union's Horizon 2020** research and innovation programme. It aims at examining the feasibility of establishing a European award/certification system for gender equality for Research Performing Organisations. Based upon an extensive assessment of available systems and needs, the project proposes to develop and evaluate, in co-creation with national and international stakeholders, three possible scenarios that pave the ground for a realistic EU wide award/certification framework.

Overall, **CASPER** pursues three objectives:

- To **map and assess** existing award and certification systems for gender equality (and related schemes) and to identify **existing needs** for such a system on the European level.
- **Design three** different award/certification scenarios and **assess the feasibility** of these scenarios plus a fourth no-action scenario along several dimensions.
- Prepare the **ground for a successful roll-out** of a European award/certification scheme.

Coordinated by **Fondation Européenne de la Science (ESF)**, the project lasts for 2 years (from January 2020 to December 2021) and involves 8 institutions from different European countries.