



# Promoting structural change in academia with a *Responsible Research and Innovation* approach

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## Starting points

- “Conflict of knowledges” (Albenga 2016, p.140)
  - ‘feminist knowledge’ (Albenga 2016) or ‘scientific gender knowledge’ (Wetterer 2009)
  - ‘gender expertise’ (Albenga 2016) or ‘gender expert knowledge’ (Wetterer 2009)
  - practical gender knowledge → gender equal practices and policies
- Knowledge-to-action gap (Strauss et al. 2009); research-to practice-gap (Roxborough et al. 2007)
  - research and practice/policy actors disconnected
  - as if they are talking ‘different languages’
  - project recommendations often not implemented → research wording & logics not been translated stakeholder specifically (Thaler et al., in print; see also Bustelo et al. 2016).



# CHANGE! Starting points

- “Conflict of knowledges”
  - Knowledge-to-action gap
  - Resistance against gender equality actions
- ‘Changing the women’ instead of ‘fixing the system’  
(Schiebinger 2008)





# With RRI to structural change

- Responsible Research and Innovation (**RRI**) comprises six pillars (European Commission 2014) :
  - Public Engagement,
  - Gender Equality,
  - Science Education,
  - Open Access,
  - Ethics and
  - Governance
- Process-related characteristics of RRI (Karner et al. 2016; Stilgoe et al. 2013):
  - Stakeholder engagement,
  - Deliberation,
  - Anticipation and responsiveness,
  - Reflexivity



# CH AN GE!

## The project CHANGE



### Consortium:

- IFZ (Austria, COORDINATION),
- Rheinisch-Westfälische Technische Hochschule Aachen (Germany),
- Universidade De Aveiro (Portugal),
- Zilinska Univerzita V Ziline (Slovakia),
- Nacionalni Institut za Biologijo (Slovenia),
- Fraunhofer Gesellschaft Zur Foerderung der Angewandten Forschung E.V. (Germany),
- Beit Berl College (Israel)

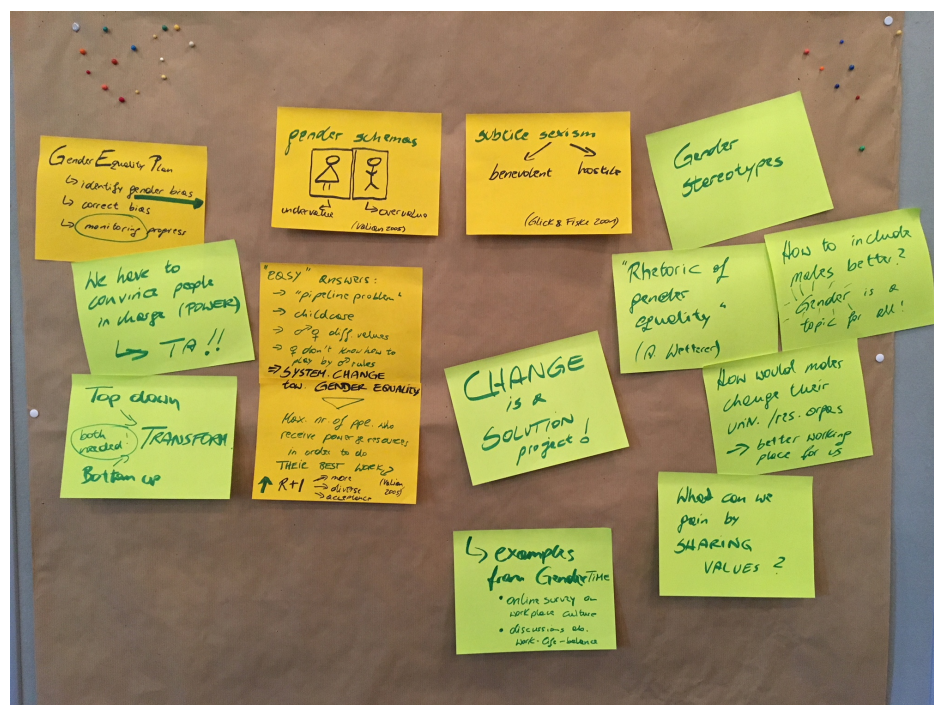


This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 787177.





# The project CHANGE



CHANGE contributes to a

- *structural change towards gender equality in the European Research Area by*
  - stimulating institutional cultural change towards gender equal work environments in RPOs and
  - fostering the importance of gender dimension inclusive research and innovation programmes in RFOs.
- Duration: 2018-2022

<https://www.change-h2020.eu/>



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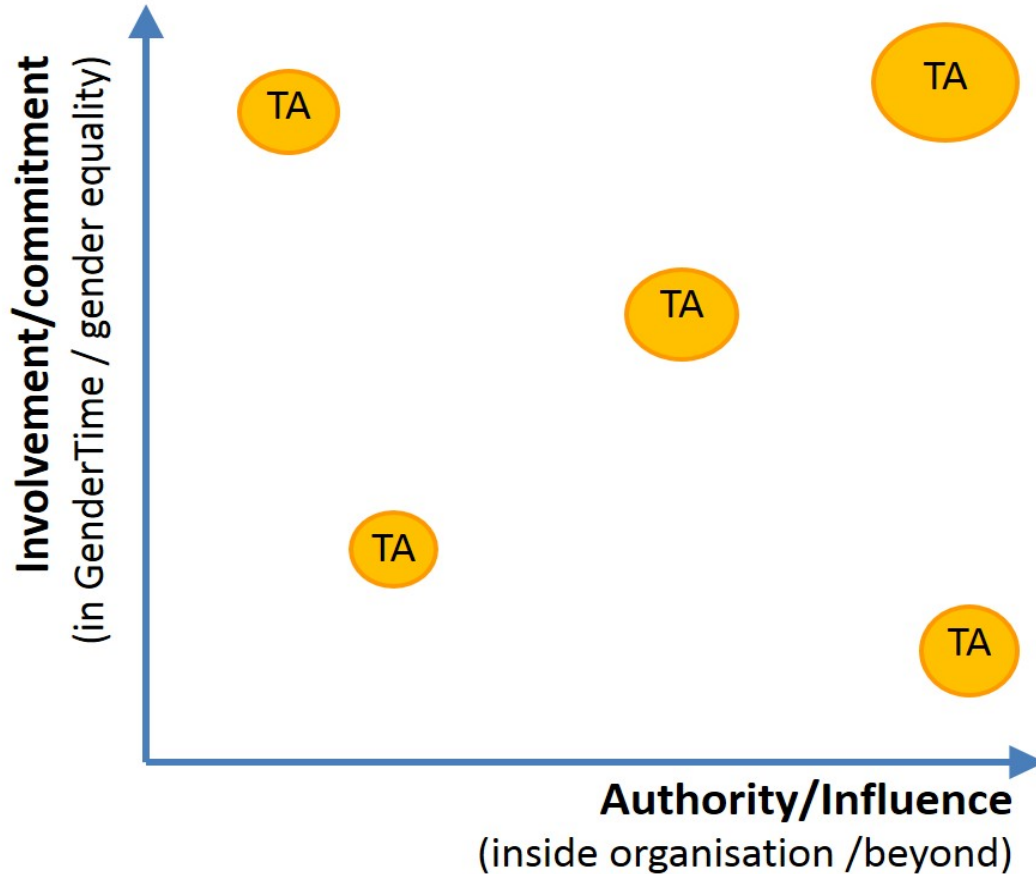


# Where is the RRI approach in CHANGE?

- CHANGE tries to tackle the three mentioned problems:
  - “Conflict of knowledges”
  - Knowledge-to-action gap
  - Resistance against gender equality actions
- by using process-related RRI principles (stakeholder engagement, deliberation, anticipation and responsiveness, reflexivity):
  - Integrating relevant stakeholders (e.g. *Transfer Agents* (TAs) from the beginning and
  - *co-produce gender equality knowledge together.*



# How relevant are Transfer Agents?

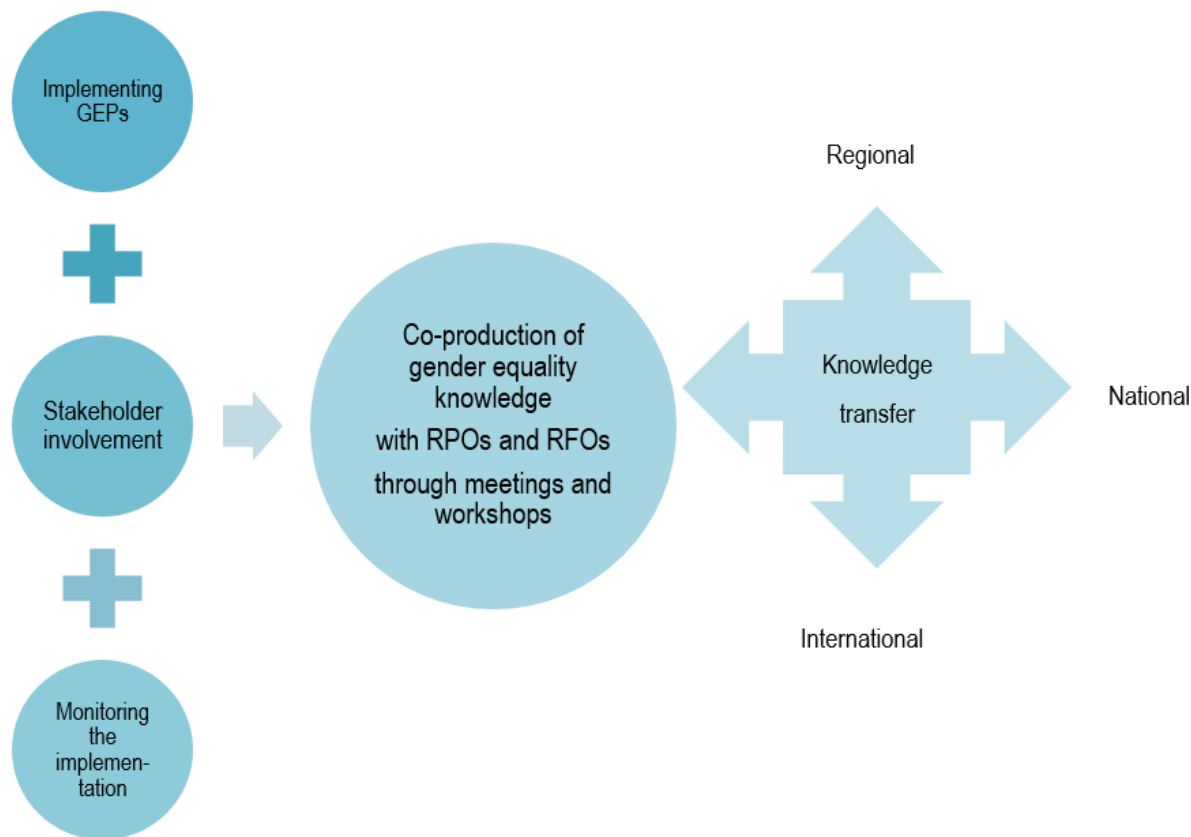


Graph: 'Impact of transfer agents' (based on Thaler 2016)





# Where is the RRI approach in CHANGE?



Graph: Approach of CHANGE by Jennifer Dahmen (CHANGE DoW)



# CHANGE!

## To sum up ...

- Reducing the knowledge-to-action gap (Strauss et al. 2009) respectively the research-to practice-gap (Roxborough et al. 2007).
- Addressing the problem of separation of academia and the world of practice (Bustello et al. 2016)
- Tackling reservations against gender equality actions and against changes in power relations
- Stakeholders (like university and research organisation managers, research funding directors, gender equality officers, research policy makers, etc.) need to be involved in good time, and their experiences and expertise has to be heard (Lee et al. 2010).
- Therefore, we recommend a **co-production of gender equality knowledge**, which goes beyond an individual level (**engagement of relevant stakeholders, like TAs, from the very beginning**) → implementation of 'customised' gender equality actions in all participating organisations and beyond.





**Let's meet!**

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