

STREAM: Gender – Technology – Environment

Session 19: It's time for structural change, sister!

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What we actually mean by „co-producing gender equality knowledge together”

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In the Horizon 2020 financed project “CHANGE”*, tailor-made gender equality plans will be implemented in research performing organisations (RPO) during the duration of four years. In order to make related activities more sustainable, efforts also aim at the initiation of long-term structural changes towards more gender equality in science and research. To accomplish this ambitious goal, we learned from previous projects in gender but also sustainability research and came up with a new approach.

In our experience, many “gender in science”-research projects in the past finished with stating current gender in-equalities, naming several barriers for women's careers, and giving recommendations for gender equality in science and research (cf. Thaler & Wächter 2005; Caprile et al. 2012; European Commission 2012; Carvalho & Machado, 2017; Carvalho et al, 2013; Carvalho & Machado, 2011, Dahmen & Thaler 2017). But due to the knowledge-to-action gap (described e.g. by Strauss et al. 2009) respectively the research-to practice-gap (discussed e.g. by Roxborough et al. 2007) these recommendations were too seldom put into action or their actual impact remained marginal. Above these translation gaps, the politics of feminist knowledge transfer and power issues (Bustelo et al. 2016, Thaler 2019) led to a situation where gender equality often stayed nice words on a website, but the real problems have not been tackled in many academic and research organisations as well as in policies of research funding organisations (RFOs). This means, gender experts and scholars have provided enough evidence and knowledge, but we are lacking strategies to translate this knowledge for the relevant stakeholders and put this knowledge into practice. Our CHANGE approach therefore aims exactly at these two major problems:

First, the knowledge-to-action gap should be closed by integrating and co-producing gender

equality knowledge together with relevant institutional actors in RPOs and RFOs directly from the project beginning, in order to produce practical knowledge which is relevant and meaningful to them.

Second, power issues (“the politics”) of the feminist knowledge transfer will be tackled by integrating so called transfer agents (TAs) in a very early stage of the project. The TA-concept has been tested in the former EU-FP-7-project GenderTime (Thaler 2016; Thaler, Karner & Wicher, forthcoming) by engaging institutional actors who are committed to gender equality and structural change and most importantly have a certain authority within their organisation (management level – in the organisation which works on gender equality plans) as TAs. Later in the project progress identified stakeholders from RPOs and RFOs will be engaged in the project consortium, and regional communities of practices (CoPs) will emerge.

In our presentation, we want to show with practical examples what we actually mean when we say we are co-producing knowledge together and building CoPs in order to enable structural changes (cf. Karner et al. 2014; 2016; 2017).

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Keywords: structural change, gender equality, communities of practice, feminist knowledge

Gender- and Diversity-Trainings in academia: difficulties and potentials

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Regarded as a valid sign of professionalization, gender and diversity awareness trainings – with diverse focuses and target groups - are increasingly gaining importance in today’s academic field. In this talk, we want to present, first, evidence-based training-tools and concepts of gender and diversity trainings, particularly in the context of personnel selection processes in academia (e.g., in professorship appointments), of empowerment-trainings for gender equality officers or for workshops in order to develop gender equality policies. Despite the broad range of these contexts and target groups, our talk shows and elaborates on the shared difficulties, problems, and questions (e.g., very heterogeneous levels of knowledge and understanding of gender and diversity equality within a rather homogenous group of people). That often initiates the necessity for a more professionalized approach to both gender and diversity equality as well as organizational processes. Second, from our multiple perspectives as trainers, academics as well as gender equality actors, we want to share our success factors in these trainings per se as well as our dealings with and overcoming resistances and other experiences of fears and anxieties in the light of organizational change. In addition, we want to collect current needs and “pain points” (ranging from “We don’t have any money for equality measures“ to “We don’t know how to spend our equality-funding.”) as actual chances for more structural change in the direction to more equality in academia. Finally,

we want to shed some light on the future development and potential as well as the limits of such gender and diversity trainings.

Our talk is very much informed by our coaching and training methods and offers an interactive and integrative approach by which we would like to add to different layers of understanding to the panel.

Keywords: Gender-trainings, resistance, gender equality policies

Building gender equality through communities of practice: how to structure the CoPs and to evaluate outcomes?

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This paper presents challenges faced by the ACT project (H2020, 2018-2021). ACT will advance gender equality in the European Research Area by increasing gender expertise and operational effectiveness of Communities of Practice (CoPs) engaged in promoting institutional change, and in particular implementation of gender equality plans (GEPs), within and across research performing organisations (RPOs) and research funding organisations (RFOs).

After mapping stakeholders and building communities of practice to increase knowledge exchange and identification of best practices and build on existing networks and on the former « GenderNet Portal », ACT will consolidate and strengthen existing infrastructure for knowledge sharing and mutual learning in the field of institutional change and gender equality across Europe. A European network will be set up across 7 CoPs. A first part of the paper is dedicated to the challenges and the questions raised by the definition of the CoPs and the criteria to build them.

Evaluation is coordinated by Joanneum and CNRS and will provide a methodology to evaluate CoP development and learning outcomes. It involves to revise and adapt the Wilder Collaboration Factors Inventory; to develop interview guidelines for gathering more qualitative, in-depth data on collaborations between CoP members, in order to assess the acceptance and usefulness of provided tools/services and learning outcomes. The interviews shall also enable to assess the impact of the CoPs on gender equality development in their member institutions.

In addition to this work, Joanneum/CNRS will carry out semi-structured interviews with CoP Facilitators and 2-3 representatives of each of the 7 supported CoPs. The evaluation will use Summary Reports/data and deepen the analysis based on interviews. Joanneum will be in charge of producing a comparative report analysing the enabling and hindering factors of CoPs for GEP implementation and institutional change across the supported CoPs. The report will summarize suggestions for technical improvements to GenPORT+, the survey tools, and the CoP toolkit.

The paper will present the first outcomes of the evaluation of CoPs as a tool to develop gender equality knowledge and GEPs implementation.

Keywords: gender equality, CoPs, structural change, networks, evaluation

Mapping activities and needs of GE-practitioners: First results of the ACT community mapping survey on GEP Activities in the EU 28

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Despite the ongoing efforts, there are common problems with the successful implementation of Gender Equality Plans (GEPs) in research organisations. These problems typically stem from a lack

of practitioners' necessary 'know how' but also result from scattered efforts at inter- and intra-organisational levels. The Horizon 2020 project ACT aims at overcoming these struggles in implementing GEPs by promoting institutional change through the advancement of communities of practice (CoPs). ACT will create a range of services and resources to support targeted CoPs and will enable the development of new, demand-driven CoPs. The focus will be on enabling effective sharing of experiences and lessons learnt from gender equality actions, by CoPs located within and across institutions. The result will be a more systematic implementation of GEPs, and greater synergies between organisations achieved through GEPs and through related EU structural transformation initiatives such as HRS4R, RRI, ERA, and Open Science.

For this purpose, ACT in a first step currently carries out a Community Mapping Survey to map actors – practitioners and experts – who are engaged in the advancement of gender equality objectives at universities, research centres and research funding organisations across Europe. First results of the survey will be available by the end of April 2019. We will then be able to give an overview of which equality measures have been implemented so far, differentiated by types of organisations and regions of Europe. Moreover, the survey data also provides information on whether RPOs and RFOs perceive progress or set backs when it comes to gender equality issues in their organisation. And it can be shown which barriers affect the implementation of gender equality measures and what kind of internal and external support would be needed to improve gender equality in the organisations surveyed. All in all the results of the Community Mapping Survey can serve as an ideal starting point to discuss previous experiences and approaches to promote equality in RPOs and RFOs.

Keywords: Institutional change, Gender Equality Plans (GEPs), Communities of Practice (CoPs), international survey

Community of practice – a key factor of a reflexive gender equality policy. First experiences of TARGET

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Aim of the TARGET project (H2020) is to initiate institutional change in seven gender equality innovating institutions (GEIIs, RFOs, RPOs and a network of engineering schools) in the Mediterranean basin. TARGET takes a reflexive approach which goes beyond the formal adoption of a gender equality plan (GEP) by emphasising an iterative reflection of progress made as well as establishing a community of practice (CoP) to effect institutional transformation. TARGET is based on the assumption that a CoP is a key element of a reflexive gender equality policy as it provides room for reflexivity of current developments regarding gender equality and supports mainstreaming gender within the organisation. It also avoids a situation where the responsibility for gender equality is exclusively assigned to an expert or a gender equality office.

The paper is based on the experiences of the seven GEIIs with the establishment of a CoP. GEIIs pursue different concepts in the establishment of their CoP. The CoPs differ regarding their links to decision making bodies, the involvement of external stakeholders, the frequency and form of involvement as well as the role assigned to members of the CoP. Promising strategies assign different roles and tasks to specific members of the CoP and develop targeted communication strategies for different groups of members. It seems to be easier to actively engage stakeholders when gender equality is linked to other current institutional strategies.

Experiences with the establishment of a CoP show the importance of a moderator who should bring along specific characteristics (e.g. gender equality expertise, knowledge about the institution, acceptance within the institution, social skills, strategic thinking). The role of the moderator has not

been discussed in the literature on communities of practices so far. However, the role of the moderator is especially important in the context of a reflexive gender equality culture as s/he has to create a room for reflexivity, use empirical evidence and build alliances with other strategic goals and projects of the institution. Hence we assume that the CoP as such and the moderator in particular are key factors for a sustainable gender equality policy.

Keywords: Community of practice, structural change, gender equality, reflexivity

Temporalities and care: gendered tensions in scientific practices

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Changes in the organizational norms of science connected to new management and evaluation culture are awakening a set of studies working, on the one hand, on the effects of the acceleration of the working pace on academics (Ylijoki & Mäntila, 2003; Müller, 2014; Walker, 2014; 2015; Mountz et al., 2015; Vostal, 2015), and on the other, on the effects and changes on epistemic practices (Anderson et al., 2007; Burrows, 2012; Fochler et al, 2016; Horbach & Halffman, 2019). This brings broader reflections on temporalities and science and on the direction of science itself under neoliberalism: slow science (Stengers, 2011; Müller, 2014; Mountz et al., 2015); chronopolitics (Felt, 2017) and dominant temporalities neglecting care aspects in technoscience (Puig de la Bellacasa, 2015) are some examples.

In this paper I want to develop an argumentation that puts in relation time, care, gender and neoliberal regimes in science following feminist care approaches developed by Tronto (1993; 2017) and Puig de la Bellacasa (2015). Through a qualitative analysis on public scientific slogans, researchers' interviews and two focus groups on evaluation practices I explore three levels: researchers' lives, their knowledge practices and the direction of science. Field work shows tensions and dysfunctions in the relationship between time and care that affect not only researchers' well-being and their caring relationships in a gendered way, but also their professional identity, their practices and choices sometimes (dis)connected to quality or 'excellence', and furthermore, it shows tensions in the direction of science as a public good free from economic interests. A diversity of temporalities is shown and defended in order to promote care time and care practices in science. The paper also defends the notion of care as a possible guiding principle for a better and more inclusive and diverse science.

Keywords: Science, temporalities, care, gender, inclusion

Habitus / Power / Education - Contesting hegemonic practices in teacher education

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Educational institutions by and large are still shaped by a male middle-class habitus. Bourdieu and Passeron (1971) or bell hooks (1994) have discussed how educational institutions and the people involved in them contribute to reproduce intersecting inequalities (e.g. gender, class, migration, disability). Even today, against the background of wide spread gender equality policies and programs that are designed to encourage and support students from non-academic backgrounds, teaching and learning continues to be shaped by hierarchies and inequalities.

In this presentation, we will present a project that is implemented in a BA teacher education course

at the University of Graz. The project aims at developing educational material for the reflexive handling of inequalities (in a broader, intersecting understanding). Since teacher habitus affects their perception and assessment of high school students, preparing teachers adequately is necessary to achieve lasting structural changes. The project goal is to raise critical awareness and help future teachers to address the hegemony of educational institutions by utilizing different reflective instruments that highlight the mechanisms of privilege and inequality in education.

Realized as a combined teaching/research project and embedded in a pedagogical research seminar (two parallel courses), we address the phenomenon of social inequality and privilege with a mix of deconstruction, analytics of power and self-reflection. In a participative setting and with methods like narrative interviews (Schütze 1983), collective memory work (Haug 2008) or photovoice (Wang/Burris 1997) as well as diverse tools for self-reflection, the goal is for student teachers to gain knowledge and learn to scrutinize their own social status and their gender in relation to their paths of education. This should help them to develop an understanding of inequality as a structural problem rather than focusing on individual experiences of success or failure. Therefore, we aim to address the following questions in our presentation: How can we foster student teachers development of emancipatory ideas? How can we better address intersecting social positions or address gender issues in a more fruitful way?

Keywords: Hegemonic practices, emancipatory power, inequality, habitus, education

Lessons learned from conducting interviews about gender equality plans in research organizations

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This contribution presents the experiences from setting and conducting some results from interviews, held as a basis for the development of tailored gender equality plans (GEPs) in the context of the H2020 project "CHANGE". The aim of this project is to support research performing organisations (RPOs) to promote, design, implement and institutionalise gender equality plans (GEPs) by means of short, middle and long-term actions over four years. The project's approach strongly builds on mutual learning, the co-production of knowledge, networking and the establishment of communities of practice. Thus the engagement of key actors, such as so called Transfer Agents (TAs, Thaler 2016), is central throughout the whole process of planning and realisation of the GEPs.

Before developing tailored GEPs, interviews were conducted with key institutional actors, who were asked to provide insights into the current state of the art of gender equality and potential gender inequalities within their organizations. The results of these interviews provide essential pieces of information to successfully establish the GEPs, tailored to each implementing organization. Interviewees did not only offer valuable information, but they also will, together with TAs, help to promote CHANGE activities and structurally change their organizations towards more gender equality.

Findings discussed in this presentation result from a comparative overview of two research institutions participating in CHANGE, where one is a traditionally technical institution, while the other is a life sciences institute. Most of the interviewees are not gender experts. Interestingly, the feedback from the interviewees that were reluctant to the idea of CHANGE and expressed doubt in

the necessity of the project was the richest with new ideas for the GEP content.

After a thorough revision, a clear pattern emerged. The respondents mostly (1) debated about their perceptions on the status of gender equality within the organizations and (2) gave their feedback regarding the possible activities that could be conducted during the project. Finally, (3) the respondents suggested the content of individual GEPs.

Overall, the exercise of interviewing selected staff members was positive. Many respondents recognized that the problematic is wider and goes beyond gender; there are differences in seniority levels. In order to initialize changes, the project should and will target all seniority classes (from PhD students to top management). The respondents jointly acknowledged that open discussions should be initialized during the project that will lead to establishing informal communities and networks that will lead to change and enable the sustainability of the actions.

However, interviews showed also that first, awareness raising about gender inequalities in science and technology research organizations is a crucial first step in the participation of managers and TAs in the project CHANGE as well as for implementing gender equality plans. Secondly, gender in science and technology research could be a good entrance point for gender equality measures, as many research grants include gender in their evaluation. By supporting research organizations to get funding by including gender aspects in their research proposals, CHANGE can positively and meaningfully bring gender equality issues into the respective organizations.

Keywords: Gender, CHANGE, H2020 project, interviews, benchmarking

Systemic action for gender equality (SAGE) at Kadir Has University

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Since 2016, Kadir Has University has been a partner on the project entitled "Systemic Action for Gender Equality (SAGE)" funded under the EU Horizon 2020 programme. The project is designed to seek stronger action on gender equality in higher education and research and the consortium consists of seven institutions and is led by Trinity College Dublin. Under the framework of the SAGE project and the coordination of the Gender and Women's Studies Center, Kadir Has University (KHAS) has conducted an analysis of the state of gender equality at the University and formulated an action plan for gender equality. We are now in the process of working with University administration and various stakeholders to implement the actions outlined in the plan. This presentation relates our experience, some successful and some less so, of the process of attempting to nudge an institution towards equality.

Part of the keys to success have been that the gender equality plan built on an emerging culture of equality already developing at the university. Prior to the creation and implementation of the equality plan, the University had taken a number of steps demonstrating a commitment to gender equality and this was something that the SAGE project and the gender equality plan could build upon and eased implementation.

Higher education institutions in Turkey are largely centralized top down organizations where Rectors retain an abundance of power. We conscientiously chose to leverage this aspect of our organizational culture to ensure the creation of a more equitable institution through the implementation of regulatory and policy changes. This continued after a change in Rector and reinforced the importance of an upper administration that possesses a gender perspective.

There is a sense that higher education in Turkey is a space of relative equality and lacking in the kinds of egregious discrimination that is too often witnessed in the wider culture. This may in fact be true but it does not mean that there is equality or a lack of discrimination but this widespread

belief spawns a passivity to gender equality issues within the institution. We have experienced little or no outright hostility to the gender equality plan which would be perceived as unacceptable but resistance has taken place in a lack of interest and action. People seem uninterested.

On a more theoretical level, we have also had difficulties trying to implement an intersectional approach to gender equality. The difficulty is two-fold: raising awareness concerning diversity within gender categories but also regarding how to operationalize and implement in a concrete ways an intersectional understanding of gender. Part of these difficulties stem from the cultural context in which we operate and the desire to adhere to an understanding of gender that is both routed in binaries but also committed to gender roles that are narrowly constructed. As we complete the SAGE project we hope to continue to move toward gender equality but also to create a culture of equality overall at KHAS.

Keywords: gender equality, higher education, Turkey, SAGE, gendered organizations

Understanding the challenges of structural change in RPOs out of the perspective of a critical friend evaluator

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The GENERA project (Gender Equality Network in the European Research Area Performing in Physics) took up the challenging task to support structural change in regard of gender equality in the research field of (astro)physics. This particular field can be characterised as one of low gender awareness, with most partner organisations being at a ‘starting’ point in relation to engaging in activities for structural change; therefore providing valuable insights in the structural change processes right from the beginning.

From the evaluation perspective, we focused on the phase of negotiating a Gender Equality Plan (GEP) within the various GENERA partner organisation as this phase proved to be as challenging and time-consuming on their side as it was enlightening on ours. By accompanying the 11 partner organisations throughout this process and critically discussing their experiences from our role as a Critical Friend, we could gain interesting learnings regarding the organisational resources, structural change issues, gender knowledge and the role of implementation managers as agents for change. The evaluation revealed e.g. the missing commitment of the management, unclear understanding of roles within the process as well as different levels and understandings of gender knowledge as delaying or hindering factors of the process. Another problem was that the organizations were often not aware “what they are getting into” in terms of the procedure and the extent of the process.

These findings help to better understand why progress is slow in implementing organisations and which support is needed to be able to implement a GEP. In a next step, the findings of the evaluation were bundled and translated into policy recommendations regarding structural change in RPOs, in particular for starters.

Keywords: Structural change, astrophysics, accompanying evaluation, gender

Open Fishbowl conversation

Input: Dance with resistance

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GEECCO is a structural change project financed within HORIZON 2020 SwafS and lasting from May 2017 to April 2021. As presumably all sister projects, the GEECCO consortium came across the fact, that there are obstacles when implementing Gender Equality Plans (GEP) to European universities. We are facing diverse barriers at each technical university participating in the project, so the goal is to build the “tailor made” strategies and solutions for partners from Austria, Italy, Poland and Spain. Our attempt was to involve experts and get as well expert knowledge about resistances as practical hints for further work. So we invited some of the GEECCO advisors from the non-partner countries, namely from Sweden, Great Britain and Czech Republic, for an exchange session in one of our consortium meetings. GEECCO's 4 university partners, briefly depicted the threats they are facing when implementing their GEPs and formulated questions to the advisors.

The session then was designed as a discussion round where the advisors responded to our questions. Our presentation summarizes the topics of the exchange session and includes some concluding remarks based on the expert's advice, the GEECCO members' experiences and the recent literature on resistances and gender equality.

Keywords: Gender equality, resistance, STEM