

The CHANGE Project

Gender Equality and Equity in Science and Research

Summary of 2020/21 and Main Objectives of 2021/22 Work Plan

Beit Berl Academic College

December 2021

CHANGE BEIT BERL ACADEMIC COLLEGE (BBC) TEAM

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Table of Contents

Introduction	3
The Gender Gap at Beit Berl College	3
Institutional Gender Equality Plan	7
Education for a Gender Lens.....	9
Integrating the Gender Dimension in Teaching Content.....	10
Gender in Research Funding Processes	11
Gender Equality and Equity in Budgeted Academic Colleges in Israel	12
The "Equator Index" Plan – Council for Higher Education.....	13
Dissemination and Exploitation of Results	16
2022 Work Plan – Main Objectives.....	16
Appendix: CHANGE-BBC Publications	18
Papers	18
Presentations at Conferences.....	18
Other Publications	19
References	19

Introduction

Beit Berl College (BBC) is a consortium member of a project within the European Union's (EU) Horizon2020 Research and Development program: [CHANGE](#) - **CHAlleNging Gender (In)Equality in Science and Research**¹. The project's duration is four years (2018-2022), and its goal is **the promotion of gender equality in science and research, by promoting careers of female researchers, gender balance in administrative and decision-making bodies, and strengthening the gender dimension in research programs**. The project's activity aims at changing awareness, policies, and practices at research institutions by implementing short, middle and long-term actions led by Transfer Agents (TAs) in research performing organizations. The project's consortium consists of seven research performing organizations from six countries: Austria (project coordinator), Germany, Portugal, Slovakia, Slovenia and Israel². This newsletter summarizes the college's activity in the project during the academic year 2020/2021 and outlines the main objectives of the work plan for the year 2021/2022 – the last year of the project's duration, while planning and applying long-term activities which will outlast the project's formal end date in October 2022.

The Gender Gap at Beit Berl College

The gender gap or (im)balance at the College, in particular among faculty members, is examined every year and throughout the year, both as part of the Presidential Advisor for Gender Equity's routine work (under CHE³ guidelines) and within the CHANGE project which started in 2018. In addition to the parameters measured every year, such as gender distribution among faculty members, additional indices were examined, including: gender distribution among Professor-ranked faculty members, academic administrative roles, average age at which the rank was granted, etc.

Beit Berl College is distinct for its overwhelming majority of women (over 70%) – both among students, faculty members and administrative staff. The College is headed by a woman as its President, and the College's organizational culture in general can be described as inclusive and tolerant towards diversity and divergence in terms of gender, culture and other aspects. This was recently demonstrated by the Student Union's most welcome initiative, changing its title to include the Hebrew nouns for students of both genders.

As for the gender composition of the faculty staff, the trends between the years 2020 and 2021 show a moderate change. There was relative increase by 2% in the number of women (compared to men) among non-tenure external teachers, 1% increase in the number of men among teaching associates, 1% increase in the number of women with a Senior Lecturer rank,

¹ This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 787177.

² IFZ (Austria; coordination of the project), 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 Academic College (Israel)

³ CHE – Council for Higher Education

3% increase in the number of men with an Associate Professor rank, and no change in the gender composition in the ranks of Full Lecturer and Full Professor (see table 1). That is, **a higher proportion of men's promotions among the higher ranks**. This point is illustrated in diagrams 1 and 2: the "scissors curve" examining the proportion of women among all faculty ranks, as well as both men and women with Professor rank, granted internally (by the College) or externally (by another academic institute). It is evident that the faculty staff is characterized by **a majority of women up to the rank of Senior Lecturer, and a majority of men in the Professor ranks**. Examination of the rank of Full Professor at the College shows that only one such rank was granted by the College, while the rest were granted by other institutions (five men and three women). The total sum of Professor-ranked faculty members is 31 (both Associate Professor and Full Professor); Out of those, only three men have a rank of Associate Professor of Creative Arts in the "parallel" track, while the rest belong to the "research" track. That is, less than 10% of total professors at the College belong to the "parallel" track, and over 90% belong to the "research" track (see table 2 and diagram 2).

Table 1: Gender distribution of faculty members by rank (in percentage), 2020-2021

Year	Gender	Non-tenure external teachers	Non-tenure associate teachers	lecturer	Senior lecturer	Associate professor	Full professor
2019/20	Women	69%	73%	65%	61%	48%	33%
	Men	31%	27%	35%	39%	52%	67%
2020/21	Women	71%	72%	65%	62%	45%	33%
	Men	29%	28%	35%	38%	55%	67%

Table 2: Associate Professors, Associate Professors of Creative Arts and Full Professors, Beit Berl College, early 2021 (see also diagram 3 below)

	Associate Professor	Associate Professor of Creative Arts	Total Associate Professor	Full Professor	Total
Men	9	3	12	6	18
internal	8	3		1	
external	1	-		5	
Women	10	-	10	3	13
internal	10	-		-	
external	-	-		3	
Total	19	3	22	9	31

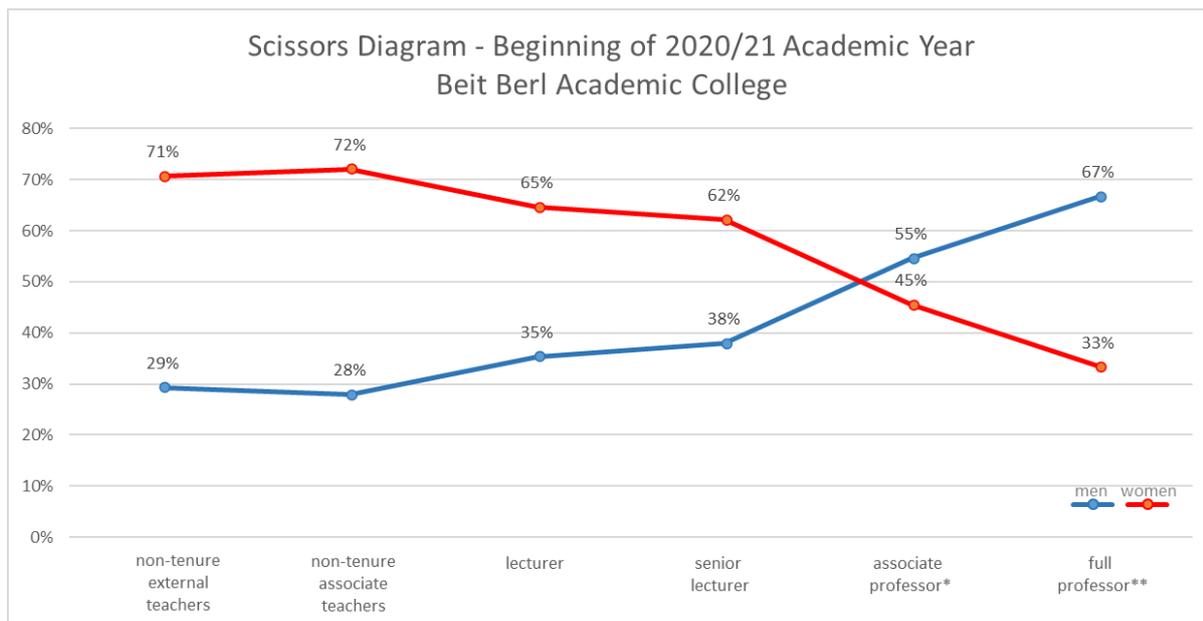


Diagram 1: Gender distribution throughout academic career, early 2021

*Associate Professor – including Associate Professor of Creative Arts

**Full Professor – including Full Professor ranks granted by institutions outside of Beit Berl

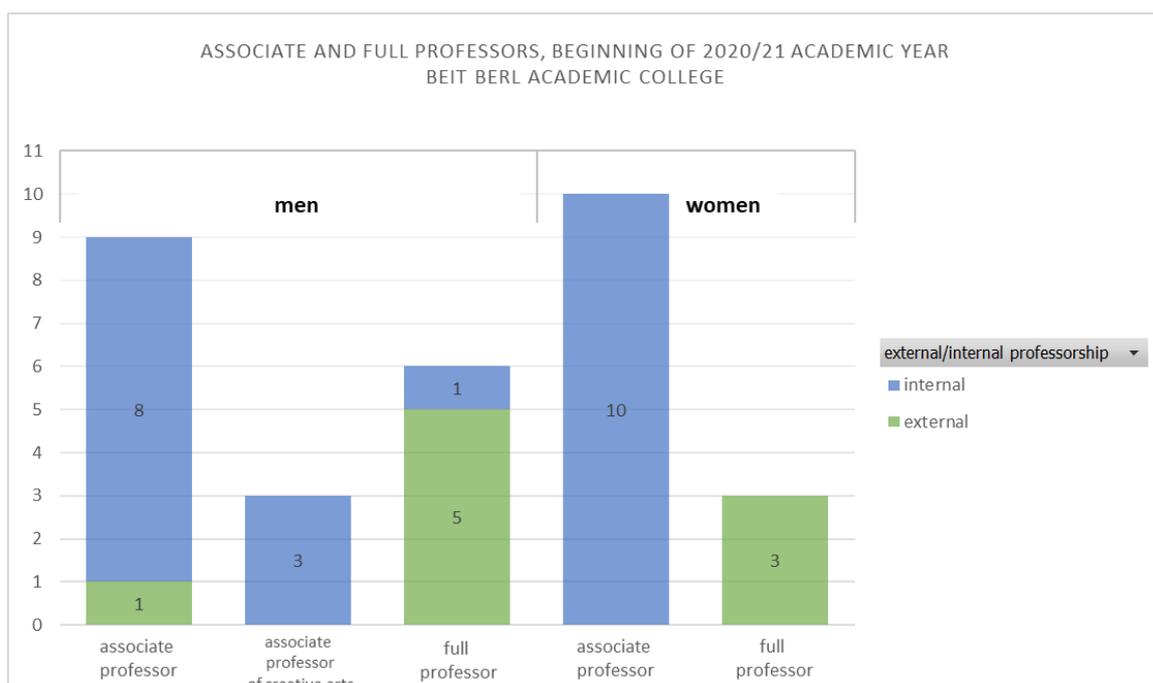


Diagram 2: Gender distribution among professor ranks – internal and external, early 2021

*internal – rank granted at Beit Berl College

external – rank granted at another academic institution

**Note: Data may vary a little throughout the academic year, in accordance with retirements and promotions

WOMEN REPRESENTATION IN DECISION MAKING COMMITTEES BEIT BERL ACADEMIC COLLEGE 2020

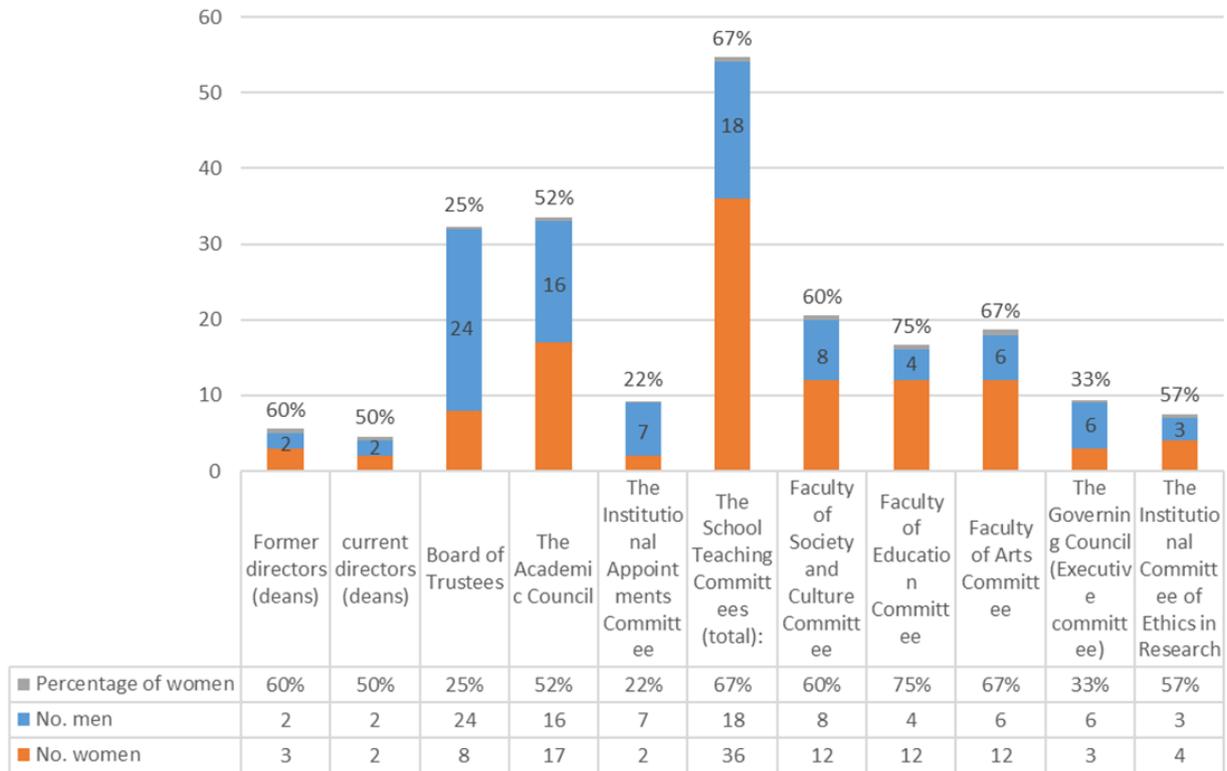


Diagram 3: Women representation within decision-making bodies, 2021

Regarding decision-making bodies, as in previous years – women are the majority in most institutional committees, such as the Academic Council, the Forum of Deans and Facultative Councils. Despite the above, **in the central decision-making bodies – the Board of Trustees, Nominations Committee and Administration Forum – there are significantly fewer women than men (25%, 22% and 33% respectively – see diagram 3)**, though we must mention that the President, as well as recently-nominated VP of Academic Development & Planning and the Chair of Nominations Committee over the past year, are all women.

Another examination was made this year for academic administrative roles filled by faculty members, such as membership in various committees, management of tracks and programs, etc. According to HR data, we have discovered that 99 faculty members have filled 121 academic administration roles in addition to their work as teachers and researchers in 2021: 30 men (30% of all role fillers) filled 34 roles (28% of all roles), of whom 4 men filled two roles each (the rest filled one role each); while 69 women (approximately 70% of all role fillers) filled 87 roles (72% of all roles), of whom 14 women filled more than one role each: 10 women filled two roles each, and 4 women filled 3 roles each. Meaning, **women filled more academic roles proportionally to their ratio among role fillers, and filled more double and triple roles compared to men (see diagram 4).**

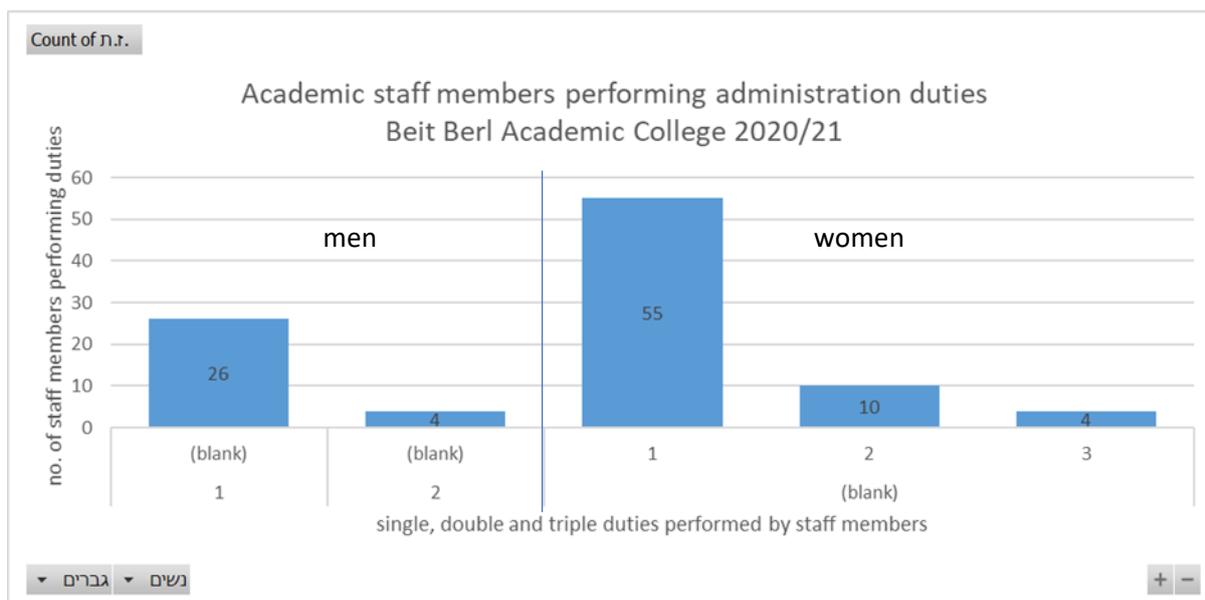


Diagram 4: Gender distribution of faculty members in academic administration roles, 2021

Institutional Gender Equality Plan

The Institutional Gender Equality Plan, or GEP for short, is a key component in the EU's European Commission's policy. The GEP is an institutional intervention program, backed by official policy and dedicated budget, whose purpose is to promote gender equality, balance and equity in organizations – within career management and promotion processes, decision-making bodies, organizational culture and work environment. Starting 2022, the existence of a GEP is a mandatory condition for applying for research grants within the new R&D program – Horizon Europe (the successor of Horizon2020). The EU guidelines for GEP include a specification of properties and building blocks (content components) comprising the GEP, and their de facto application will be tested for those institutions that wish to meet the criteria for application. Thus, CHANGE functioned as a pilot for the planning and fulfillment of the GEP prior to the new guidelines taking effect, in a way that allowed consortium members room to experiment in this practice, improve it as the project progressed, and adjust it according to Horizon Europe's requirements.

In October 2021, an online meeting regarding the GEP was held by [ISERD](#) – the Israel-Europe Research & Innovation Directorate, under the Israel Innovation Authority within the Ministry of Science. Among those who spoke at said meeting was [Dr. Hana Himi](#), Beit Berl College's representative and Presidential Advisor for Gender Equity, who presented Beit Berl's GEP as a case study. Also among the speakers were CHANGE coordinators [Dr. Anita Thaler from IFZ Graz, Austria, and Jennifer Dahmen-Adkins from RWTH University, Germany](#), who emphasized their perspective about the work model and necessary changes. The contents of the presentations illustrated the rich body of experience that has built up at the College throughout three and a half years of the CHANGE project. This experience could be most valuable in understanding the basic concepts needed to comply with Horizon Europe's new requirements and to update the plan in accordance to said requirements. In addition, this

experience is vital as a foundation for recommending possible courses of action, both at the College and other research institutions in Israel, in order to implement organizational steps for promoting gender equality in the long term. All this, of course, depending on the resources allocated to this mission both at the local and national levels.

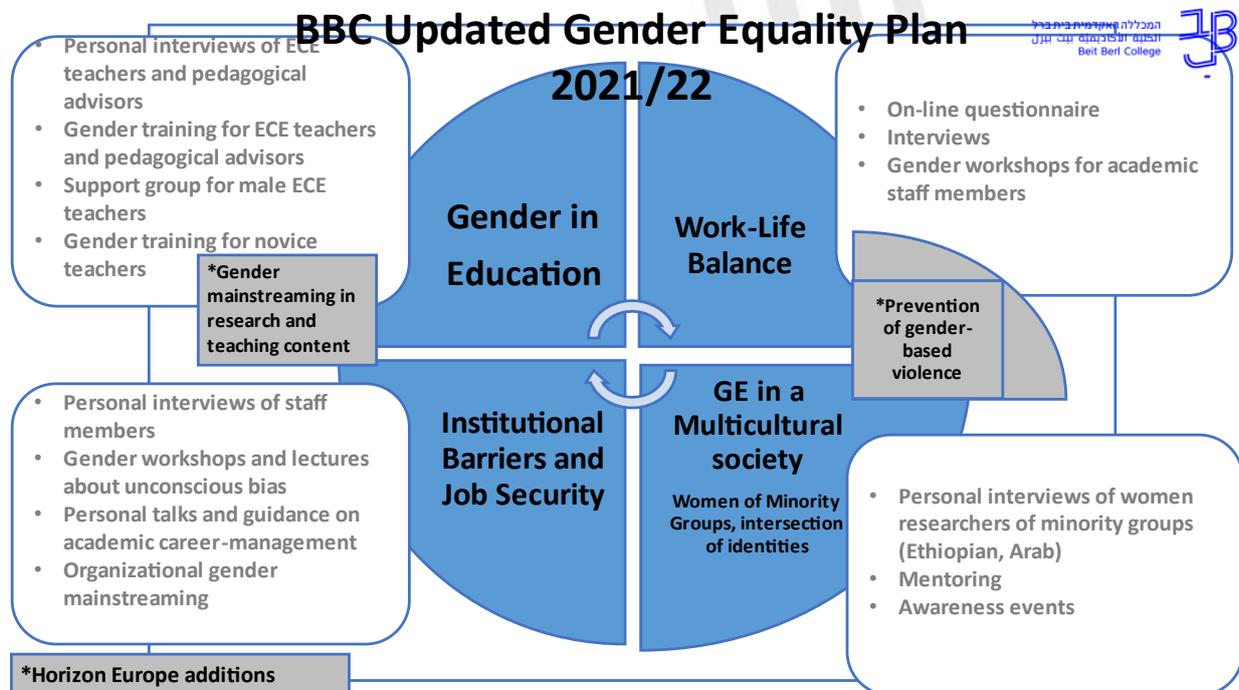


Illustration 1: Institutional Gender Equality Plan (GEP) components at Beit Berl College, including updates in compliance with Horizon Europe's requirements

As per the above, throughout 2021 BBC TA Team continued to fulfill the institutional GEP started at 2020 – each member in their area of focus and according to the building blocks defined and designed by Dr. Hana Himi at project start (pre-Horizon Europe requirements):

Dr. Ina Ben-Uri – **Work-Life Balance**

Dr. Yarden Kedar – **Early Childhood Education**

Dr. Adi Binhas – **Gender Equality in a Multicultural Society** (focusing on women of Ethiopian origin in academia, as well as observations on Arab society)

Dr. Vered Shidlo-Hezroni – **Institutional Barriers and Job Security**

In 2021 the team completed the data gathering and processing phase, and now its focus is on analyzing, drawing conclusions, writing papers and formulating recommendations for executives and policy makers. The TAs' work provides the empirical foundations for focusing the institutional GEP's objectives and planning applicational activities in the medium and long term. At the same time, team manager Dr. Hana Himi spearheads additional initiatives with stakeholders in and outside the College, for raising awareness and promoting gender mainstreaming in academia and science. These activities are meant to set the infrastructure

for sustainable inclusion of the gender dimension in organizational processes and ensure successful compliance with CHANGE project goals well after its conclusion in 2022.

Education for a Gender Lens

This year, Dr. Rimona Cohen joined the project team at the College, and together with dedicated partners from the Novice Teacher Training Unit (*'Porsim Kanaf'*)– Dr. Safieh Hassonah Arafat and research assistants Noa Becker and Inbal Bar Brurian – expanded our scope of view regarding **education for gender equality**. Within it, they developed a lesson plan kit for teachers in their internship year – "[Education for a Gender Lens](#)". The kit went live in May 2021 in the [College's Portal](#) as well as [The Ministry of Education – Pedagogical Space – Gender Sensitive Teaching – Principles for Implementing Gender Thinking in Schools](#). The site offers an array of original activities for promoting and implementing gender mainstreaming in teaching and education for teachers in the early stages of their career – training, starting teaching and beyond, in their regular work. The offered activities can be used as-is, adjusted and modified according to the target audience and context, or used as inspiration for developing new guidance plans.

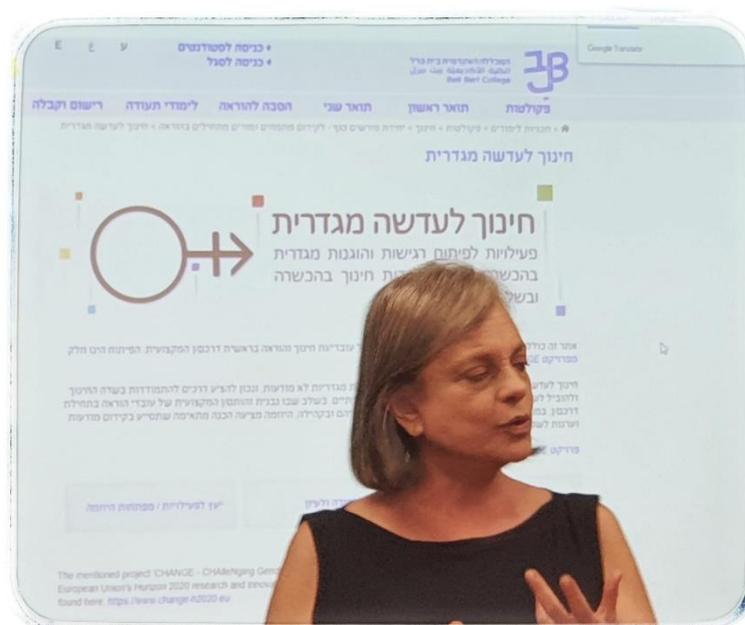
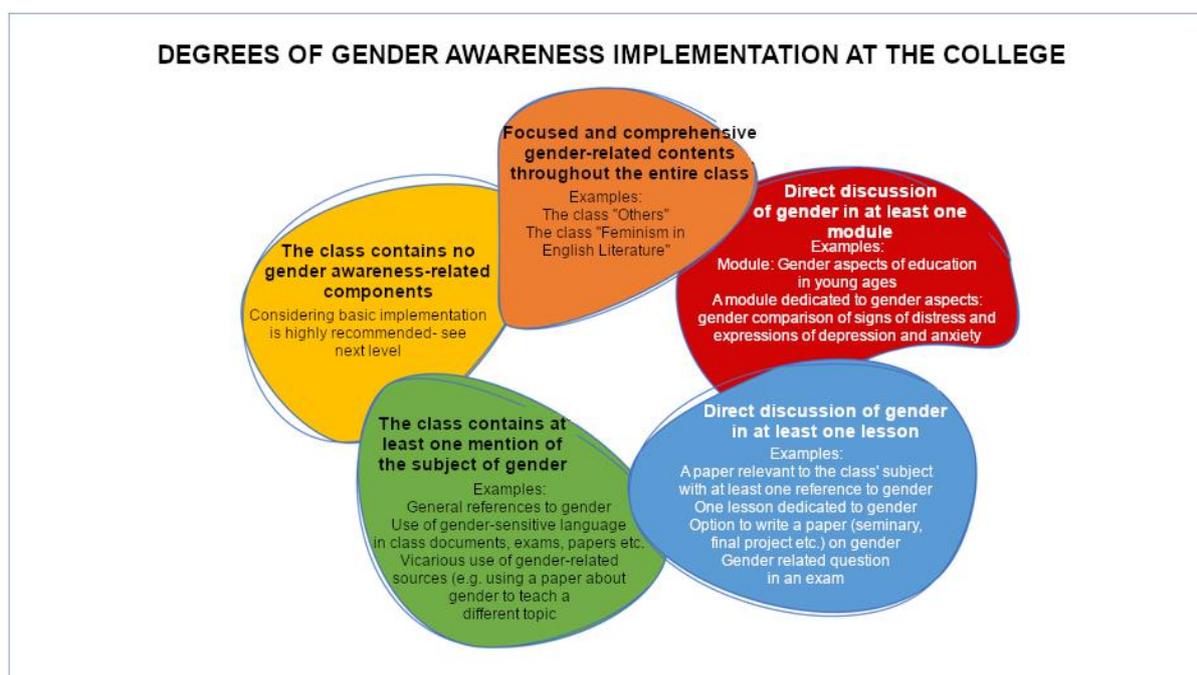


Image 1: BBC President, Prof. Yuli Tamir, at the Faculty of Education Heads of Tracks Meeting, May 24th 2021, during which the "[Education for a Gender Lens](#)" initiative was presented.

Some of the lesson plans developed within this initiative were implemented at various opportunities throughout the year, such as teaching at schools, as well as during a seminar on emotional-social learning and educational entrepreneurship spearheaded by the Faculty of Education – the Maof program for excellent students, and teaching students, in May 2021. During the year 2022 this program will be implemented in the internship workshops for new teachers. Additionally, gender training seminars will be developed for the administrative and academic staff, including videos and additional initiatives.

Integrating the Gender Dimension in Teaching Content

Another initiative for integrating the gender dimension in teaching, in compliance with Horizon Europe's goals, is the "[Gender Implementation Spectrum](#)" distributed among the teaching staff in late 2021, and before the start of 2021/22 academic year, by Dr. Hana Himi in collaboration with the Dean of Education Dr. Ilana Paul-Binyamin, Head of the Arab Academic Institute Prof. Kussai Haj-Yehia, Head of the Teaching and Learning Center Dr. Orit Gilor, and graphic designer Sara Horowitz from the Center for Studies Planning. The "Spectrum" defines various degrees of gender thinking implementation in the College's various courses – from one gender-related component (such as a lesson, a paper, gender-equal addressing on exam sheets) to an entire class dedicated to the subject. Academic staff members were asked to examine how the gender dimension can be included in their teaching content and methodologies. As a reference point, in 2021 the College offered 17 courses whose titles were relevant to the topics of sexuality and gender. As we see it, the topic of gender is relevant and tethered to a variety of other topics and so can be implemented in a much larger number of classes, even if only as a single mention rather than a dominant topic throughout the class. Faculty members who are interested in implementing gender thinking in the classes they teach are welcome to consult us on this subject.



*Illustration 2: Degrees of Gender Awareness Implementation in classes, Beit Berl College 2021 [\[Link\]](#)
Graphic design – Sara Horowitz, Center for Studies Planning.*

Gender in Research Funding Processes



One of the CHANGE project's work packages (WP) focuses on gender gaps and barriers in research funding processes, as well as practices for dealing with said barriers to promote gender balance in scientific research. Consortium members IFAM (Germany) and BBC (Israel) coordinate and integrate this WP with the other partners in the project. During 2021, 62 expert interviews held during the previous year by consortium partners among executives in research funds and research funding-related institutions were summarized. In addition, six nation-wide workshops were held in each state, where representatives from research funding organizations and other relevant policy makers and stakeholders have participated. Alongside, group-thinking processes took place in consortium meetings, as well as nation-level review and analysis of each partner. The findings of said interviews, workshops and meetings were collected into the second draft of a hefty report, which will be finalized during 2022 into a final report, policy briefs and recommendations for policy makers in each country. Some of the report findings from Austria, Germany and Israel were presented by the partners IFZ, IFAM and BBC at the conference *STS Critical Issues in Science, Technology and Society Studies* held in May 2021, and published as an [article in the conference's book](#) published in November 2021. Examples of the topics examined within this work package are provided in illustrations 3-4 below.

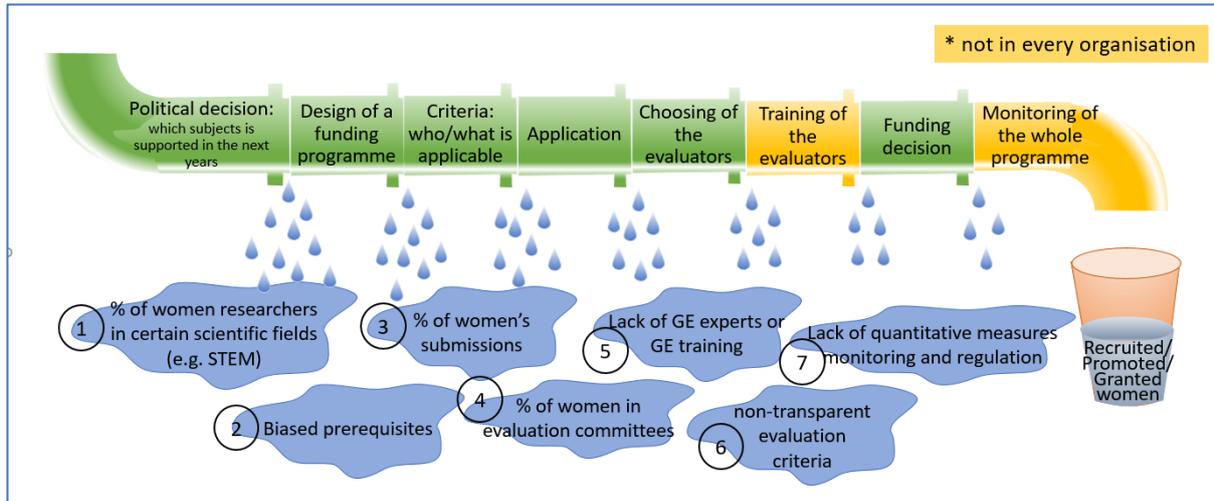


Illustration 3: The "Leaky Pipeline" model for identifying gender barriers in research funding processes, from D5.2 report draft, CHANGE project

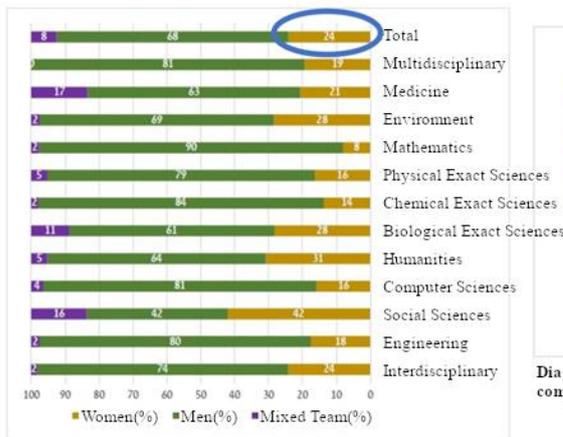


Diagram 4 - Division of research grant winners out of all applicants by gender and field

Gap in women's winnings caused mostly by underrepresentation of women among applicants (odds of success similar to proportion of applications).

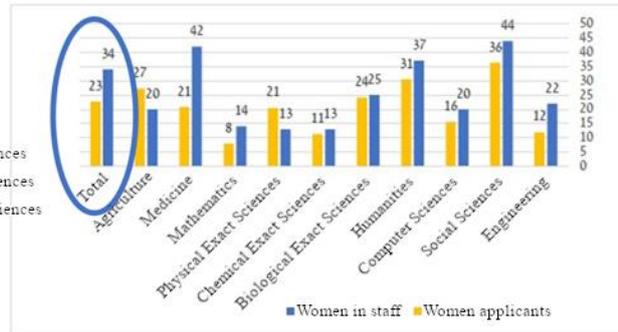


Diagram 2 - Proportion of women's applications compared to women's proportions in academic staff

Underrepresentation of women in applications for research grants compared to their proportion in academic staff. This underrepresentation is duplicated in the structure of appraisal committees.

Source: Status of gender equality in Israel's research grants 2017-2018, report by the Academic Committee of the Council for Promotion of Women in Science and Technology 2019, Ministry of Science and Technology.

This project has received funding from the European Union's Horizon 2020 Research & Innovation Programme under Grant Agreement 101017777.

Illustration 4: Proportions of women's applications for Israel's leading research grants, source: Ministry of Science (2019)

Gender Equality and Equity in Budgeted Academic Colleges in Israel



CHANGE holds focused workshops on relevant topics chosen by the consortium members, according to the gender benchmarking done by each partner when the project began. These workshops are intended for stakeholders, opinion leaders and policy makers at the local, regional and national levels, in respect to the topics chosen for examination and intervention. During the last few years, many welcome actions have been taken in Israel to promote gender equality in science, industry and technology. In academia, it seems, most efforts have been made at research universities, focusing on the post-doctorate stage of young female researchers in the beginning of their academic careers (see CHE Planning and Budgeting Committee's report, 2015). From our perspective, since Israel's budgeted academic colleges have distinct characteristics and needs from those of universities (as demonstrated in image 3) we saw fit to focus the series of meetings under the CHANGE project in Israel within this unique group of institutes within the Israeli Higher Education landscape. Therefore, this series of workshops deals with **gender equality and equity in Israeli budgeted academic colleges**. Three meetings were held during 2021; the fourth, final meeting will take place in 2022.

The objectives of these meetings are as follows:

- To review the gender gap in Israel's academia and research, while focusing on the challenges faced by faculty members in budgeted academic colleges.
- To examine initiatives and activities for the promotion of gender equity in Israeli academia and research funding processes at the present day.
- To have a deep dialogue and examination of the characteristics of processes and requirements, resulting in the formation of a policy brief which will include practical

recommendations for policy makers to promote gender balance and equity in budgeted academic colleges, as well as gender equity in research funding processes in Israel.

We hope that the discourse initiated by these activities will result in applicational tools for promoting gender equity in science and academia, particularly in the budgeted academic colleges. Thus, as CHANGE ambassadors in Israel, we hope to contribute our perspective to national communities of knowledge and practice in a joint effort to change Israeli academia and science for the better.

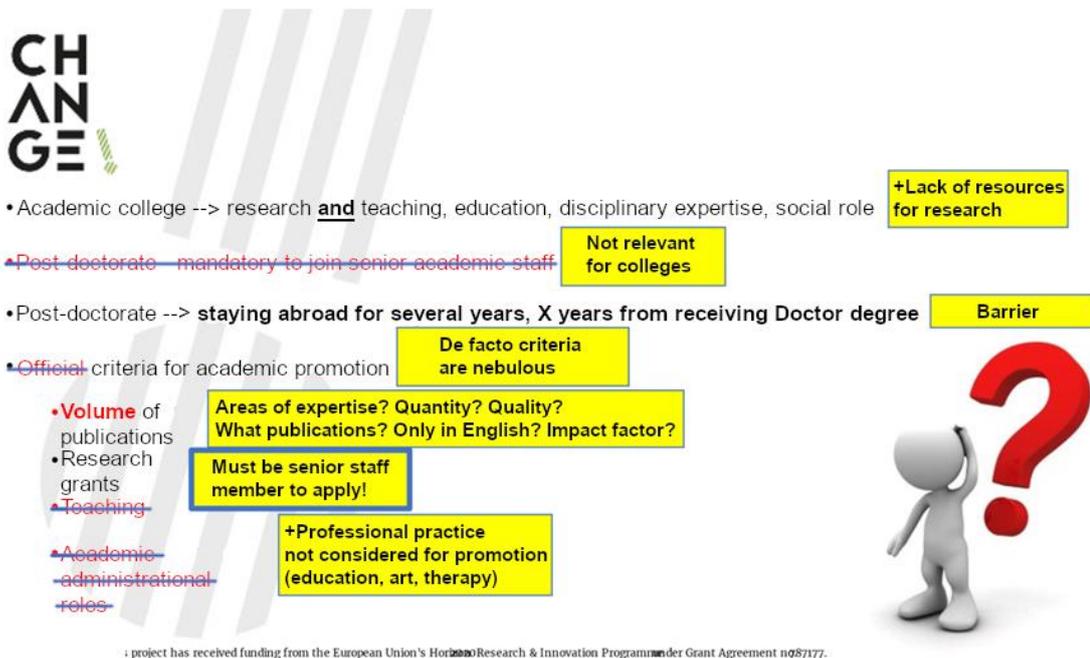


Image 3: Questions for discussion, from workshop #1 on gender equality and equity in Israel's state-funded colleges, 19/11/2020

The "Equator Index" Plan – Council for Higher Education

In August 2020, the CHE Planning and Budgeting Committee launched a new five-year plan for promoting gender equity in higher education institutions – the "Equator Index" plan. This plan is based on a set of quantitative and qualitative indices defined for institutions as "gender equity promotion outputs". These indices would be examined yearly across five years to gauge the degree of success of institutional interventional activities for promoting gender equity in different areas – such as promoting women in faculty staff and senior administrative roles, creating an egalitarian organizational culture and work environment, scholarships etc. The institutions which get accepted into the program would receive financial incentives to perform said activities.

Based on the vast body of experience built up during the CHANGE project, and in respect to the unique characteristics of Beit Berl as a budgeted academic college with a majority of women and distinct orientation in certain fields of knowledge (education, society and culture,

arts), the CHANGE staff put together a proposal for a coordinated institutional program which was submitted to CHE in June 2021. This program, we believe, will adequately accommodate the unique characteristics of the College.

In light of the above, the program will be designed according to the following **principles**:

- (1) Structuring activities based on building blocks of equal importance to the colleges: research, quality of teaching, academic administration, recognition of applied-professional expertise, contribution to the academic community and to society;
- (2) Allocating research resources, encouraging and guiding the faculty staff's research skills towards strengthening research and academic promotion, in light of the gap in these resources identified in comparison to research universities⁴;
- (3) Establishing and fortifying parallel tracks for academic promotion – Creative and Professional – in addition to the Research track⁵ and providing solutions for the transitional period until the academic staff is organized under the CHE Planning and Budgeting Committee's terms of employment;
- (4) Gender mainstreaming in the organizational culture, teaching and research, in accordance with good practices identified and developed within the CHANGE project, while addressing Beit Berl's unique characteristics: emphasis on education, multiculturalism and diversity – Arab society and other groups, work-life balance, organizational barriers and job security;
- (5) Promoting gender balance in decision-making bodies;

⁴The Israel Academy of Sciences and Humanities, [Status Report on Science in Israel](#), 2013, Jerusalem.

⁵The parallel tracks (Creative and Professional) already exist, but their implementation is limited relatively to their relevance at applicational-professionally-oriented colleges. E.g. during 2018-2020, 20% of all cases submitted to the high committee were submitted through the Professional track (see CHE website – [link](#)). It is unclear whether this datum includes the Creative track as well, how many of those 20% were eventually granted the rank of Professor, or from which institutions (colleges or universities). At any rate, this datum indicates that the proportional weight of the parallel tracks is significantly lower than that of the original track, ergo the Research track is probably still considered the desirable "mainstream" in academia.

The building blocks (crosscutting content areas) of Beit Berl College's "Equator" gender equity plan, combined with the GEP whose implementation began during the CHANGE project and which will be adjusted according to Horizon Europe's requirements and the College's characteristics, are specified below – illustration 3. Should the plan be approved and funded by CHE, the College will establish a new unit for gender equality and equity and appoint the required role holders for planning and executing suggested activities.

work-life balance and organizational culture	التوازن بين البيت والوظيفة والثقافة التنظيمية	איזון בית - קריירה ותרבות ארגונית
gender balance in leadership and decision-making	التوازن الجندي في القيادة ومواقع اتخاذ القرار	איזון מגדרי במנהיגות ובצמתי קבלת החלטות
gender equality, job security in recruitment and career progression	المساواة بين الجنسين والأمن المهني في التوظيف، التقدم وإدارة مهنة المستقبل	איזון מגדרי ובטחון תעסוקתי בתהליכי גיוס, קידום וניהול קריירה
gender sensitivity in a multi-cultural environment	الحساسية الجندرية في بيئة متعددة الثقافات	רגישות מגדרית בסביבה רב-תרבותית
integration of gender dimension into research, teaching and education contents	دمج التفكير والمضامين الجندرية في البحث والتدريس والتربية	הטמעת חשיבה מגדרית ותכנים מגדריים בהוראה, חינוך ומחקר
measures against gender-based violence including sexual harassment	علاج ومنع العنف القائم على خلفية جندرية بما في ذلك التحرش الجنسي	טיפול ומניעת אלימות על רקע מגדרי לרבות הטרדות מיניות



Illustration 3: Building blocks for the "Equator Index" gender equality institutional plan, Beit Berl Academic College. Graphic design - Lian Moskovitz, Marketing Unit

Dissemination and Exploitation of Results

The CHANGE staff has been hard at work this year, too, on disseminating the project's outcomes via presentations at conferences, various publications, and meetings in and outside of campus. Despite (or perhaps, thanks to) COVID-19 and under the Zoom platform, this year we managed to produce a significant number of presentations in various international forums. Below is a detailed list of dissemination activities in publications and conferences in which Beit Berl's CHANGE team members participated (some in collaboration with other consortium members):

Presentations at International Conferences

- 2020 Migration Conference, Macedonia
- 2021 White Academia Conference, the Hebrew University of Jerusalem
- 2021 ICGR Conference, Aveiro, Portugal
- 2021 STS Conference, Graz, Austria
- 2021 GEHE Conference, Madrid, Spain

Scientific Publications

- Publication in the *Journal of International Women's Studies*
- Publication in the journal *Investigaciones Feministas*
- Publication in the conference book *The Conference Proceedings of the STS Conference Graz 2021: Critical Issues in Science, Technology and Society Studies*
- Publication in the conference book *Work and Migration: Case studies from Around the World*

For a full list of publications (including names of the authors) – see appendix.

2022 Work Plan – Main Objectives

2022 is to be the CHANGE project's final year, as well as the first year for implementing long-term activities via the CHE's "Equator Index" plan. Therefore, efforts will be mainly put on establishing the Unit for Gender Equity with adequate organizational infrastructure for strengthening and promoting gender equality and equity at the College well after the project's termination. In addition, activities will be summarized at the national level (workshops for stakeholders and research funding processes) and policy papers and recommendations for policy makers will be drafted. Below is a detailed list of the main objectives:

Institutional Level

- Establishing a new Unit for Gender Equity
- Updating the GEP in compliance with Horizon Europe and CHE requirements (Equator Index)
- Including gender mainstreaming and sensitivity in teaching content and methodologies – for novice teachers, early childhood education and courses on campus

- Implementing gender mainstreaming in research – integrating the gender dimension into the institutional ethics committee's procedures
- Implementing gender mainstreaming in organizational culture and language – awareness-raising activities, tutorials, Gender and Academia awareness week, cooperation with the Center for the Advancement of Shared Society, the Arab Academic Institute, etc.

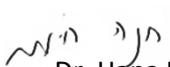
National Level

- A fourth workshop on gender equity in budgeted academic colleges in Israel
- An international workshop for transfer agents and stakeholders in Aveiro, Portugal
- A summary report on GE in research funding organizations and processes
- Summary reports and policy briefs for policy makers in all project work packages
- Further networking and collaboration with national communities of knowledge and practice, e.g. the community of advisors for gender equity of budgeted academic colleges

Faculty members, administrative staff and students are welcome to contact the undersigned and suggest further initiatives for promoting gender equality and equity, at the College and in general.

We will continue to work towards promoting gender mainstreaming, balanced representation for all genders and sectors, and cultivating an inclusive, sensitive, diverse and multicultural work environment, alongside academic excellence and quality.

Yours sincerely,


 Dr. Hana Himi
 Presidential Advisor for Gender Equity
 CHANGE Project
 Beit Berl College

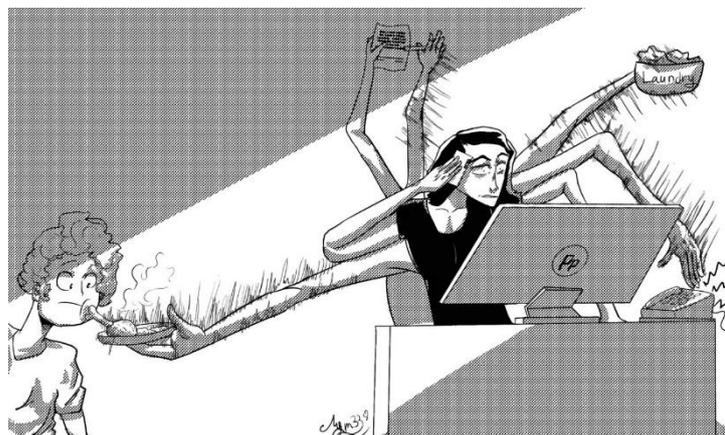


Image 4: Work-life balance and multitasking, illustration from a personal blog, STS Forum [\[link\]](#)

Appendix: CHANGE-BBC Publications

Below is a list of project publications during 2021 in which BBC (Beit Berl Academic College) team members have participated (author names in bold font). The full list of publications since project start can be found on the [CHANGE](#) website.

Papers

Diogo, Sara; Jordão, Carina; Carvalho, Teresa; **Himi, Hana**; **Ashkenazi, Maya**; Mešková, Veronika; and Breda, Zélia (2021). A Comparative Approach on the Relevance of National Gender Equality Legal Frameworks in Israel, Portugal, and Slovakia to Improve Equality at the Institutional Level. *Journal of International Women's Studies*, 22(5), 84-102. [[link](#)]

Diogo, S., Jordão, C., Carvalho, T., **Himi, H.**, **Ashkenazi, M.**, Mešková, V. Thaler, A. & Dahmen-Adkins, J (2021). Change in research and in higher education institutions – forms of resistance in a research-action project. *Investigaciones Feminista*, 12(2), 283-295. [[link](#)]

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