EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

SP4-CAPACITIES
COORDINATION AND SUPPORT ACTION, SUPPORTING ACTION
FP7-SCIENCE-IN-SOCIETY-2013-1

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Proceedings of the Final Conference

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1. Introduction

On March, 20th, 2014, EGERA was officially launched during an opening conference held at Sciences Po Paris, in presence of over 150 attendees. During this official opening, the Minister of Women's Rights and Gender Equality and the Minister of Higher Education and Research then in office, as well as the Director of Sciences Po, not only addressed to the EGERA community their wishes of success, but also expressed their full support to the objectives and content of the project. Securing and maintaining this high level support, both at the institutional (intra-organizational) and domestic (national and sub-national) levels, proved to be key for the implementation of the project. Since, EGERA convened, participated in or made possible several milestones events which highly contributed to the dissemination of project's objectives, achievements and knowledge. Among hundreds of dissemination activities carried out over the project, the participation of the EGERA community to major events such as the 9th Conference on Gender Equality in Research and Higher Education (2016) or the 11th Gender Summit North America (2017), its contribution to the design of the GEAR online tool developed jointly by EIGE and DG Research (2016) or the participation of EGERA's Consortium board Chair and Sciences Po Director to the HeForShe 10x10x10 Impact champions campaign held at the United Nations in New York in 2016 and 2017, show the diversity and global range of dissemination channels used by EGERA. In other terms, EGERA's objectives, instruments and outcomes, did not expect the end of the project to be widely disseminated, offering our community access to an extensive range of dissemination activities at the local, national, EU- and global levels.

Hence, the concept of our final dissemination event should be read in this light. Taking into account the high number, pace and impact of dissemination events to which our respective teams have participated over the full duration of the project, this final event was modestly conceived both as an opportunity to summarize reflections on aspects key to the sustainability of our Gender Equality policies, and to the further engagement of the Sciences Po academic community, as coordinating institution of the project. This is why two high-profile scholars, active respectively in the fields of gender & higher education and gender & policy, namely Professors Louise Morley and Mieke Verloo, were invited to open the final event. And this is also why the different sequences of this event, were held at two major research centers, the PhD School and the new campus of Sciences Po downtown Paris, involving both researchers and students. This multiple location reflects that *all* components of the institution are committed to gender equality and to bringing a gender perspective in science, and that these two overarching objectives are no longer those of an active project-related team, but those of all an institution, making them sustainable.

This final dissemination event also included a tribute paid to Marie Skłodowska-Curie, on the occasion of the 150th Anniversary of her birth, and in presence of her granddaughter, Physicist Hélène Langevin-Joliot. In the realm of this event, a steering committees meeting was held, addressing key aspects of EGERA's sustainability plan.

The present deliverable firstly briefly expounds the timelines and concept of the final event. For each of the main sequences of the event, proceedings in forms of abstracts and Powerpoint presentations have been compiled. In annex, the full program of the event. A file containing all pictures of the conference is also available upon request.

2. Timelines of final conference preparation

February, 2017: new term set for the final conference in the 2nd amendment to the Grant Agreement of the project (event moved from Month 44 of the project – august, 2017 to Month 46 – October, 2017). New term features in the G.A version of April, 2017.

March, 2017: concept and scope of the conference agreed by the steering committee during the meeting held at Vechta University

May, 2017: dates of the final conference settled

June, 2017: save the date launched

August, 2017: draft version of the program circulated; call for papers released

September, 2017: final version of the program circulated, and dissemination

October 16-18, 2017: final dissemination event held at Sciences Po

3. Concept and summary of the final conference

Following the logics sketched in the introduction, the final conference, including both dissemination events and a steering committee session, was conceived as a multi-dimensional event, meant to engage different categories of participants: gender scholars, researchers non-specialized in gender issues but interested to the current transformations of the academia, gender equality officers appointed in French universities, and graduate and post-graduate students. The three days covered by the conference were thus devoted respectively:

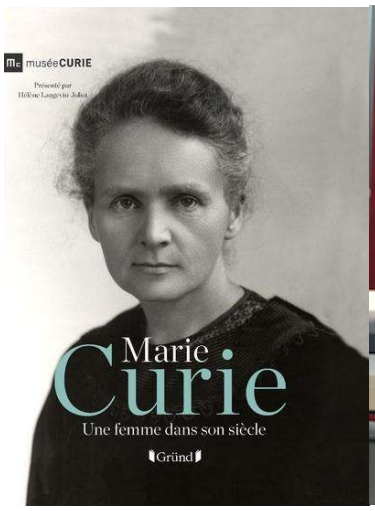
- To the general public (day one)
- To the academic audience (day two)
- To the EGERA community of practice (day three)

Simultaneously, *different formats* were used to ensure the dissemination of project's objectives, instruments and outputs.

On **day one**, Professor Louise Morley (University of Sussex), a respected scholar in the field of Gender and Higher Education, was invited to deliver a keynote, with the title "Entangling Gender and Neoliberalism in the Global Academy". This provocative keynote address, which explored many of the global challenges connected to the persistence of gender inequalities in the academia, was followed by a roundtable to which participated Agnès Hubert, former member of the Bureau of Policy Advisors to the European Commission, Inge Bleijenbergh, Radboud University, Maxime Forest, Sciences Po OFCE, Joana Gallego, Head of the Observatory for Gender Equality at UAB, and Prof. Louise Morley. Chaired by Prof. Mieke Verloo, one of the most distinguished scholar in the realm of Gender & Politics, this roundtable entitled "Promoting Equality and a Gender Perspective in Research", allowed for confronting some of the most pressing challenges faced by research and higher education organizations in implementing gender equality strategies. Mirroring both the keynote of Prof. Morley, and the opening keynote pronounced by Prof. Verloo at EGERA's opening conference four years ago,

it pointed out the “dark clouds” which persist over an horizon of gender equality at university and in research organizations, among which the marketization of science, or the masculinized content given to the notion of academic excellence. The roundtable also evidenced the conditions making structural change possible and visible, such as the need for politicizing gender in research and the academia, and for institutionalizing gender equality plans.

A third, symbolic act concluded the first (half) day of the final conference, opened to the larger public. On the occasion of the 150th Anniversary of her birth, a tribute was devoted to Marie Skłodowska-Curie, the only woman awarded with two Nobel Prizes, and one of the pioneers belonging to the first generation of female scientists admitted to publicly endorse their discoveries. A European figure *avant la lettre* due to her dual culture, Marie Marie Skłodowska-Curie also embodies the power of inspiration for next generations of female researchers, as her daughter – Nobel Prize Irène Joliot-Curie – and granddaughter, emerita physicist Hélène Langevin-Joliot, also embraced science and innovation, thus contributing to break the glass ceiling. This act, largely disseminated throughout social media, also took the opportunity of the release of the book *Marie Curie, Une femme dans son siècle* (Gründ Eds., Paris), authored by Marion Augustin with the collaboration of Science Historian Nathalie Pigeard. They shared with the audience their work in the archives to unravel, through personal correspondence or unique iconography, how Marie Curie fought her path through male-dominated science, and transmitted her quest to new generations of female scientists. Hélène Langevin-Joliot covered in her presentation most of the history of women’s involvement in science, through three generations of scientists in her own family. A presentation which helped re-contextualizing the efforts carried out by a project as EGERA.



On **Day two**, three dissemination formats were retained. In parallel to a focus group devoted to project's evaluation, led by WP8 (monitoring and evaluation) leader, a **Policy Lab** was scheduled, to be devoted to "The Next Level of Gender Equality Policies at Sciences Po". Co-convened by the Policy Lab of Sciences Po's School of Public Affairs, it was directed to graduate students on a voluntary basis. Those were to be recruited via the mailing list of the school, complemented by direct interventions in two courses of the school devoted to gender equality. For the purpose of the Policy Lab, a dedicated platform was created, powered by Politizr, and renowned solution from the Civic Tech supporting co-creation and public debate for better policy making. Main questions addressed by the Policy lab were gender-sensitive communication and increasing the number of female professors teaching major courses at B.A level at Sciences Po. This pilot session built upon previous activities held under EGERA and the HeforShe Campaign such as an *ideathon* organized in March 2017, and is to be duplicated during the next Month of Equality at Sciences Po, in March, 2018, pursuing a broader participation.

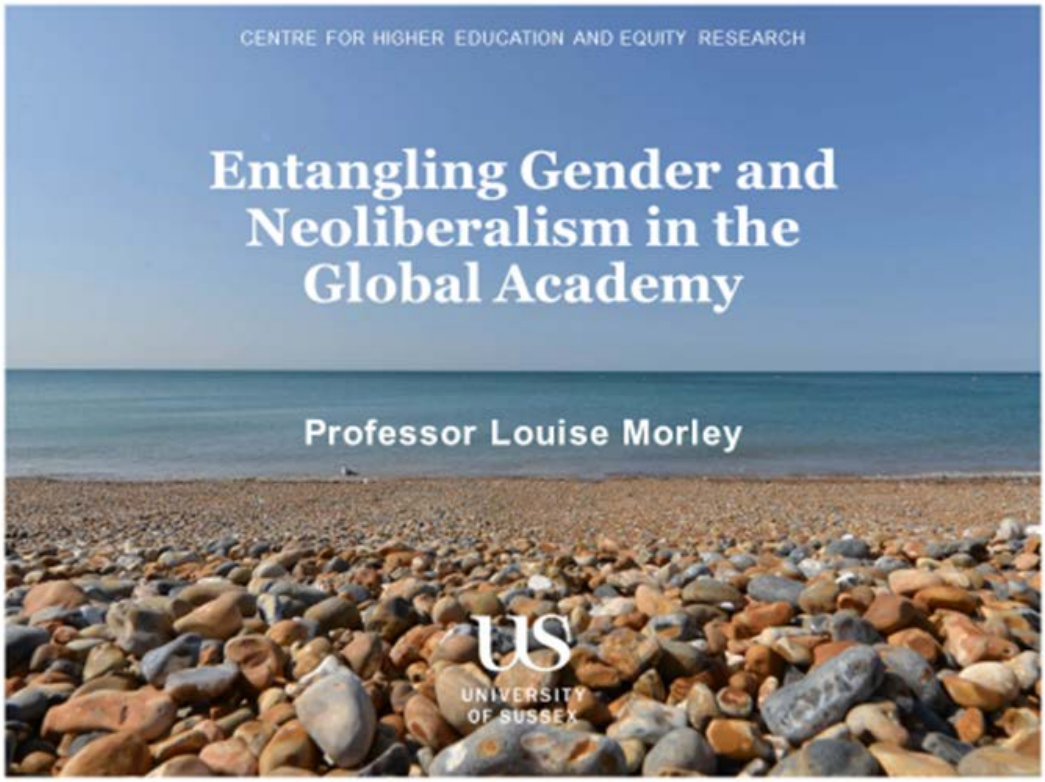
During the afternoon session, a **scientific seminar** was held at Sciences Po Policy research center CEVIPOF, with the following title: "Politicization and Institutionalization of vs. Resistances to Gender Equality policies in the Academia: Where do We Stand?" The purpose of this seminar, attended by 43 people, was to build on EGERA's experience of structural change, to discuss: a) the conditions under which gender policies can be effectively turned into political priorities by RPOs and RFOs, and subsequently institutionalized and b) the resistances to these processes. With regards to resistances, the seminar was also aimed to bring more conclusive contributions, in addition to earlier exchanges maintained over the project. This was considered necessary consecutively to the postponing of *D.1.4 Summary of experiences shared through AGORA* (institutional resistances). Initially planned for M36, this deliverable had been postponed following the cancellation and re-programing of Vechta Conference. Seven papers were presented by EGERA's implementing partners, and a **concluding roundtable** was held, to which participated consortium board members, chaired by Sciences Po Vice-rector for Research, Christine Musselin. The roundtable allowed for evidencing the groundbreaking contribution of EGERA to bringing forward gender equality strategies at the University of Antwerp, the Autonomous University of Barcelona, the Middle East Technical Universities, Radboud University and Sciences Po. Involving a HR Director, deans and two vice-rectors, it also covered a full spectrum of stakeholders' positions relevant to structural change.

Finally, on **day three** (morning session), the steering committee was convened for the last time of the EGERA project, so as to address pending administrative and financial tasks related to project's closure, and to discuss the main aspects of EGERA **sustainability plan**, of which some elements are briefly expounded at the end of section four of this deliverable.

Over the two and half days of the conference, the total number of participants reached 70.

4. Proceedings

4.1. Keynote by Professor Louise Morley



Cognitive Capitalism

- **Market Dominance**

Market principles frame every sphere and activity (Brown, 2015:67)

- **Accounts and Accountability**

Higher education placed within a system of accounts (McGettigan 2013).

- **Investment and Enterprise**

Academic identity = entrepreneurs

Shifting Values

Higher Education =

Product/service with commercial, market, and financial benefits.

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Measurement and Metrification: Ideology Posing as a Technology?

- Desire for Global Spaces of Equivalence
- Competitive measuring = essence of the global prestige economy
- Academic labour, activity and productivity = made intelligible via dominant metrics and norms.
- What is not measured?

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(Lack of) Resistance?

Neoliberalization is generally more termitelike than lionlike
(Brown 2015: 35/36)

- Capillary Power
- Fatalistic Resignation
- Cognitive Triage/ Accelerated Academy
- Audit Society/ Prestige Economy
- Monetarising desires
- Sacrifice/Austerity
- Money and Minds (Ball 2015)
- *Illusio* = investing in the game (Bourdieu 1977; Colley 2013)

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Gender and Neoliberalism: A Complex Assemblage?

- **Neoliberalism is not ...**
  Essentially male.
- **Neoliberal Feminism**
  Women = ideal neoliberal subjects (aspirational and capacious). (McRobbie 2009)
- Gender Equality = cognitive and behavioural restructuring. (Sandberg 2013)
- Recognition of economic achievement rather than resource redistribution. (Fraser 2013)
- The new feminist = responsible for her professional success, wellbeing and work/life balance. (Rottenberg 2014)

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New Epoch for Feminism: Right Wing Cultural Capital?

Right-wing Women Self-Identifying as Feminists

- Theresa May
- Marine Le Pen
- Ivanka Trump

Mantras

- Work/Family Balance
- Lean In
- Having It All
- Empowerment/Confidence-Building
- Women's Rights Justify Xenophobic Politics
- Gender Equality = Smart Economics/ Business Case/ Wasted Talent.

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Womenomics

- Has Neoliberalism Colonised/Provided a New Variant of Feminism/ Feminist Subjectivity?
- Commodification of Social Struggles?
- Driver for gender equality = economic, not social.
- Women = New Market.
- The ills of the global economy/organisations can be fixed by the incorporation of women.
- Unit of analysis = individual, not collective, social structures.

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Researching Gender in the Neoliberal University

Disattractions of Leadership: What and How Are We Asking Women to Lead?

- Neoliberalism
- Being 'other' in male-dominated cultures
- Misogyny
- Gendered authority
- Disrupting the symbolic order
- Financialisation
- Unliveable lives
- Pre-determined scripts
- Women lack capital (economic, political, social, symbolic) to redefine the requirements of the field

(Morley 2012, 2013, 2014: Morley & Crossouard 2016 a, b, c)

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Women's Credibility Deficit in the Global Research Economy

- Women = unintelligible as knowledge creators.
- Lack of sponsorship / investment / transparency.
- Gendered divisions of labour (Morley 2015)

Women less likely to be:

- ✓ Journal editors/cited in top-rated journals (Tight 2008)
- ✓ Principal investigators (EC 2011)
- ✓ Awarded large grants (Husu 2014)
- ✓ Awarded research prizes (Nikiforova 2011)
- ✓ Conference keynote speakers (Schroeder et al. 2013)

= Epistemic Injustice.

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Intersecting Internationalisation and Equity

Higher Education Internationalisation presented as:

- Ideologically neutral
- Disembodied
- Knowledge-driven, rational policy intervention.

But

- Who is the ideal international subject e.g. young, male, able-bodied and white?
- Empowerment of some, Inaudibility of others.
- Gender and spatiality /mobility.
- Whose knowledge is included and circulated in the global knowledge economy? (Morley et al 2018)

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Gender: More than a Demographic Variable

- **Gender as a Noun**

Quantitative Change

- **Gender as a Verb**

Gendered Power Relations: Symbolically/ Materially Construct/Regulate Everyday Experiences.

- **Gender = formed/ re-formed in:**

✓ Organisational Cultures
✓ Academic Disciplines
✓ Social Relations

- **Postgenderism / Post Binary / Gender Fluidity**

Eliminating / moving beyond gendered identities / roles / signifiers.

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Neoliberalism is not...

- An external, material entity
- A seamless monolithic apparatus
- Easily identified and resisted
- Non-human
- Essentially male
- Just about injury or subjectification
- Binary opposite of an absent, pure 'other'/ golden age?

Neoliberalism is...

- Normative order of reason
- Fluid, capricious, stealthy
- Market fundamentalism
- Harnessing desires/ aspirations to the needs of the economy
- Absorbed into professional identities
- A policy and affective installation
- Disarticulating structural inequalities
- Promoting competitive individualism
- Beneficial for those who comply with the performance indicators.
- Valuing and rewarding the areas and activities in which elite groups have traditionally succeeded.

Making Alternativity Imaginable: How Can We ....

- **Trouble** neoliberal realism
- **Challenge** / expose gender inequalities / exclusions
- **Re-invigorate** knowledge production as a creative site of transformation
- **Identify** new discursive formations / lexicons for viewing social and organisational worlds
- **Imagine** and research the future of higher education that we want to see.

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Follow Up?

- **Morley, L.** (2015): Troubling Intra-actions: Gender, Neo-liberalism and Research in the Global Academy. *Journal of Education Policy* 31(1): 28-45.
- **Morley, L.** (2018): Gender in the Neoliberal Research Economy: An Enervating and Exclusionary Entanglement? In, Kahlert, H. (ed) *Gender Studies and the New Academic Governance. Global Challenges, Glocal Dynamics, and Local Impacts.* Wiesbaden: Springer VS.

CHEER:
www.sussex.ac.uk/education/cheer

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4.2. Tribute to Marie Skłodowska-Curie

Marion Augustin, the author, has explained the general context of the book and the purpose of it. MCS was highly involved in the major challenges of her century. Even though she was not explicitly a feminist, she was very active to promote women's rights and the promotion of women in sciences. Her involvement in this matter went through her actions and behavior. Marion Augustin has exposed both professional and personal lives of MCS showing the dynamic between them.

Nathalie Pigeard, Historian of sciences (CNRS) was the scientific advisor for this book. After having exposed the general evolution of the place of women in sciences during the 19e century and the early 20e century, she has shown that MCS has become an idealized symbol of women in sciences. The icon of MCS has been used and transformed to promote women in the academia. Nathalie Pigeard has insisted on the danger of such an appropriation of this character. It leads to promote the image of a perfect scientist woman, an exceptional person. This approach might discourage young women to get educated in sciences. The historical approach of MCS's life restores the image of woman in her century.

Hélène Langevin-Joliot, the granddaughter of MCS, has explained to what extent the book is different from the other on MCS's life. It gathers different sources on the private and professional lives of MCS showing who she was not that atypical in her time, even though she has achieved exceptional goals. HLJ, as a female scientist herself, has explained that having a career in sciences today is more complicated that it used to be. The increasing precariousness in academic career affect more women than men because of the sexual division of labour in the family and the problem of the lack of affordable solution to externalize them.

After the three presentations, the floor was given to the audience. A number of questions were asked (on the book itself, on the sources used, on the collaboration between the three of them) and some female scientists have testified of the real difficulties that young women have to face today to become a recognized in their field and to have the same opportunity as their male counterparts. One of the major conclusion of this session is to acknowledge the fact that after decades of improvements, the 2010's are a period of backlash.

Hélène Périvier twitted during the session, more specifically during the HLJ presentation.

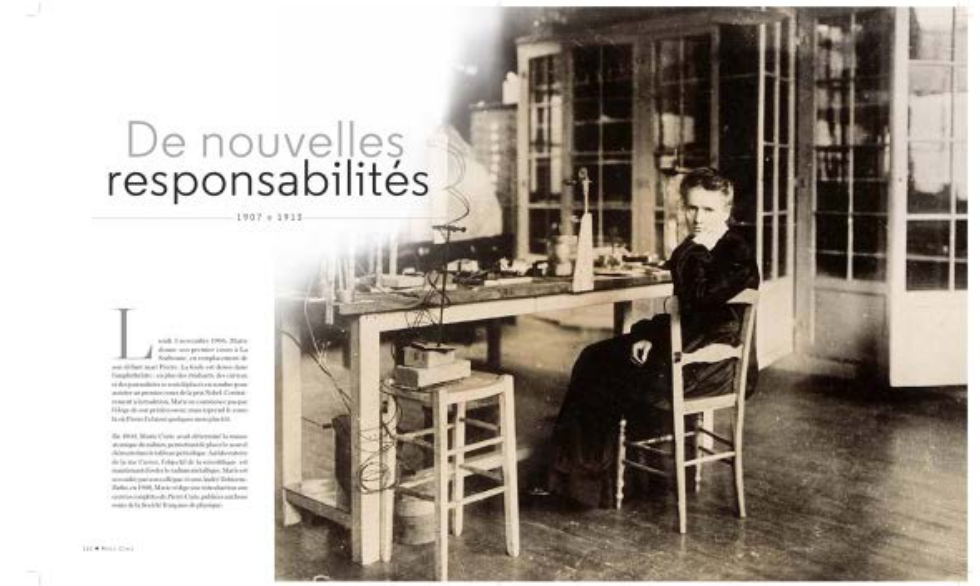
JE NE SUIS PAS LIBRE POUR LONGTEMPS, CAR, APRÈS QUELQUES HÉSITATIONS, J'AI DÉCIDÉ D'ACCEPTER UNE PLACE À LA CAMPAGNE, DANS LE GOUVERNEMENT DE PLOCK, POUR CINQ CENTS ROUBLES PAR AN À DATER DU 1er JANVIER.

La Jeunesse
1867 • 1891

La passion scientifique
1892 • 1902

La reconnaissance
1903 • 1906

Un des Prix Nobel
Madame Curie
... TOUJOURS LE BROUHAHA. LES GENS NOUS EMPÊCHENT DE TRAVAILLER AUTANT QU'ILS LE PEUVENT. MAINTENANT JE ME SUIS DÉCIDÉE À ÊTRE BRAVE ET JE NE REÇOIS AUCUNE VISITE - MAIS ON ME DÉRANGE TOUT DE MÊME. NOTRE VIE S'EST TOUT À FAIT ABÎMÉE AVEC LES HONNEURS ET LA GLOIRE.


De nouvelles responsabilités
1907 > 1913

M. DARBOUX, SECRÉTAIRE PERPÉTUEL
DE L'ACADÉMIE DES SCIENCES, A PUBLIÉ,
DANS LE TEMPS, UNE LETTRE EN FAVEUR
NON POINT D'UNE CANDIDATURE FÉMININE,
CAR M. DARBOUX EST DE CEUX QUI PROFESSENT
QUE LES CERVEAUX N'ONT POINT DE SEXE
MAIS D'UNE CANDIDATURE D'UNE HAUTE
PERSONNALITÉ SCIENTIFIQUE QUI, EN L'ESPÈCE,
SE TROUVE ÊTRE UNE FEMME.
Les Femmes à l'Institut
Bataille académique
Le Petit Parisien

L'engagement patriotique
1914 > 1918

Lettre d'Irène Curie à Marie Curie, de Clermont à Paris, 2 août 1914

Lundi

Ma douce chérie,

Aujourd'hui nous n'avons pas eu de courrier, pas de journaux, (pas même le bilan du jour), une grande profusion de nouvelles les plus fantaisistes et un grand manque de monnaie! Des billets de 5 et 20 frs sont encore très rares).
Avant-hier, j'étais fort excitée, leur je me sentais envahie par une torpeur et une inconscience fort pénible, comme quand on sort d'un mauvais rêve; aujourd'hui, j'étais assez calme, jusqu'à comme je désirerais être là et à la guerre.
Ce matin, j'ai été avec les Perrin accompagner Mr Perrin à Puimpol. Le départ n'a pas été trop pénible, car au moment où le train allait partir et où tout le monde n'était pas bouleversé voir cette bord comme du plomb (du moins, c'était mon cas), il y a eu une musique militaire qui s'est mise à jouer. Cela a fait beaucoup plus d'effet que je n'aurai pensé. Les gens qui étaient sur le quai pour voir partir leurs amis ou leurs parents ont complètement oublié de pleurer pendant un moment, car, en bas! les chapeaux, les mains, les mouchoirs plus ceux-ci pour saluer la musique que pour dire au revoir et le train est parti sans qu'on ait trouvé ce cœur que je indiquais à toutes les séparations et qui était bien justifié à celle-là.
Un peu avant j'ai vu sur-le-fait à Puimpol. À la poste on n'a pas donner aucune nouvelle vraiment sûre. Actuellement, ma chérie, je ne suis seulement pas à la guerre: cet déchirée, ces apparenti des choses réalgalées, destruction de vie (on donne, pourquoi pas cent) ceinturés allemands, ou bien destruction d'un Zeppelin, ou bien entrée des Français à Mulhouse, ou bien entrée des Allemands en France, ou bien les Allemands voulant prendre la Bretagne, et autres bruits dans ce ce genre. On a dit aussi que les Allemands auraient envahi le Luxembourg. Cet serait un peu moins invraisemblable, mais Mr Seignobos ne croit pas que ce soit vrai.

OH ! COMME JE COMPRENDS À PRÉSENT LE MAL QUE DOIVENT SE DONNER LES HISTORIENS POUR RÉTABLIR LES FAITS QUI SE SONT PASSÉS IL Y A 1 000 ANS PUISQU'ON NE PEUT MÊME PAS SAVOIR CE QUI SE PASSE EN CE MOMENT.

Je suis bien malheureuse de ne trouver à Irène de Paris et si loin de toi en un pareil moment et pas de courrier, pas de lettre de toi !
Où sont André et Maurice ? Je les ai quittés sans me douter de ce qui allait arriver et maintenant je ne sais même pas où ils sont. À la poste, on dit que les hostilités sont commencées. Mr Seignobos préfend qu'ils n'en auront pas plus long que nous. Dans ces conditions, quand même je saurais où ils sont, je ne pourrai pas écrire à mes amis puisque je ne me doute pas de ce qu'ils font.
Je me demande si ce n'est pas comme mal remorqué à Paris. Chérie, je sais bien que ce n'est pas ce n'est pas raisonnable mais mon cœur dévoit est de revenir. Je n'ose même pas dire cela à quelqu'un ici, car tout le monde dirait que c'est insensé et que je serai ici qu'à m'embêter et pourtant je ne sais pas ce que je deviendrais si je devais être ici pendant toute cette guerre... Je voudrai bien le voir, ma chérie.
Je t'embrasse bien de tout mon cœur. Comme je voudrais recevoir une lettre de toi. Et cette poste qui ne marche pas !

Irène

TU AS VU, IRÈNE, QUE CE PAUVRE JAURÈS A ÉTÉ ASSASSINÉ. C'EST TRISTE ET ABOMINABLE.

Les Hommes du Jour

JAURÈS... malgré eux !

Contexte

Portrait de Jean Jaurès (1859-1914) par Félix Vallotton, de Radio Jean Jaurès, homme politique socialiste et fondateur du journal l'Humanité, sur un pacifiste.

Contexte

Jour de la mort de l'homme politique socialiste, assassiné, du fait, quelques après l'ouverture de Jean Jaurès le vendredi 31 juillet 1914 dans un café à Paris. Le décès montre la haute tension de Jaurès, prédisant hérétiquement la France contre la Nuée de la guerre.

La Transmission

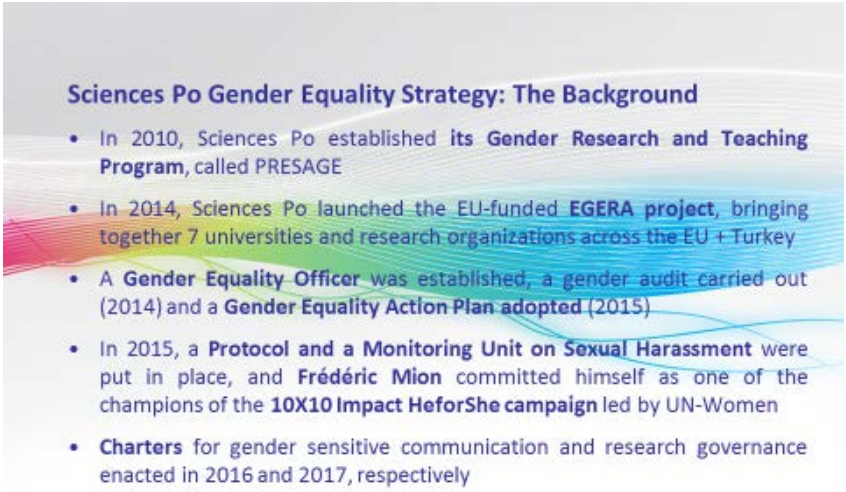
1919 • 1934

Marie Curie a composé et vécu avec un retrait de la guerre. Elle intervient en tant de à Paris, entre collaborateur et l'appartement du quai de Béthune entouré de ses deux filles. Irène, 18 ans, passe droit de et se rendre. Elle devient préparatrice à l'Institut du radium et poursuit sa mère.

Ève, âgée de quatre ans, pratique le hoca-chaud et Marie semble oublier qu'elle dirigeant médecin et travaille sur les applications thérapeutiques du radium. Mais c'est vers Lamanique que la jeune fille s'oriente. Dans des ses cahiers, Ève s'interrogeant l'étude du piano et donne quelques concertos.

Le travail au laboratoire du radium est intense. Les équipes de chercheurs se sont diversifiées. Marie reçoit toujours plus d'chercheurs du monde entier. Internationalement reconnue, elle est invitée dans de nombreux pays. Elle est consulté de deux mille mesures pour développer les recherches. Dans ce but en 1930, sur son initiative et celle de l'Institut Nopsud, avec l'aide d'Edmond de Rothschild, est créée la Fondation Curie.

4.3. Policy Lab



Where do we stand now?

- **Our gender strategy is highlighted in key documents** such our evaluation report, our gender equality report or the scientific board annual reports
- **Gender equality focal persons appointed** in each department and research center receive regular training and information through the Gender Equality Newsletter
- **Awareness-rising actions** are led for B.A students, and proper **trainings** to be delivered to those joining Sciences Po associations boards
- Gender knowledge is mainstreamed across curricula through an **expanding teaching offer**

What we need you for?

- ✓ **Co-designing the next level of our gender Equality Strategy**, by providing your insights for actions to be planned ahead
- ✓ **Strengthening the students' perspective in our strategy**, both as actors and users of Sciences Po
- ✓ **Addressing areas such as preventing ordinary sexism, gender bias in students' orientation or gender inequalities in career prospects**
- ✓ **Using gender equality as a case study for user-centred policy innovation!**

How to contribute ?

✓**On-line**, by posting your suggestions of strategic actions to be carried out for/with students through a **dedicated stream on Politizr.com from October 4th to October 18th, 2017**

✓ **Face-to-face**, by joining our pool of gender experts, the SPA Policy Lab and Politizr teams for a **co-design workshop** at the CEVIPOF (98, Rue de l'Université) **on October, 17th (9.30-12.30 am)**

Register and receive your Politizr credentials by sending an e-mail from your Sciences Po address to:

egera.sciencespoteam@gmail.com
or
maxime.forest@sciencespo.fr

Definitions

✓**A Policy Lab** is a flexible forum set up for a short or longer period of time, to experiment and co-design policy solutions, involving a wide range of stakeholders

✓ **A Gender Equality Plan or Strategy** is a comprehensive set of objectives, actions and indicators devised to achieve greater gender equality in a human community

✓**A user-centred approach** to policy design allows for taking into account real users' needs and experience before setting up policy actions

✓ **Policy design** is a recent discipline aiming at transferring design thinking in policy making

✓ **The Civic Tech** gathers all digital solutions aiming at improving democracy through greater participation and a better user experience

4.4. EGERA Seminar

4.4.1. Book of abstracts

The power of group model building interventions

P. van Arensbergen, M. Lansu, I. Bleijenbergh, and E. Rouwette, Radboud University

Through the training of stakeholders, gender equality training offers a potential for effective organizational changes (Bleijenbergh & Van Engen, 2015). Group model building as a training instrument is characterized by a high degree of stakeholder involvement and by the role of trainers being the facilitators of the participatory group process. The intervention method of group model building is based on equivalence between participants: the facilitator promotes equal contributions of the participants to the group discussion and the input of all participants, regardless of their position, is equally valued (Vennix, 1996). This study analyzes the process of facilitated modelling by zooming in on group interaction of two real life group model building sessions. We aim to determine whether the starting point of equivalence is actually achieved in practice, by dissecting the social interaction between participants and examining if there are differences in interaction activities between participants with relatively high and low legitimate power. We will first describe the interaction activities generally prevailing the various stages of the group model building intervention. Then we will differentiate between participants to determine how participants differ in their interaction activities and whether differences in interaction activities can be related to the level of legitimate power of the participants.

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Gender perspective in teaching in the UAB: strategies and institutionalization

Joana Gallego, Maribel Ponferrada, Universitat Autònoma de Barcelona

One of the commitment of the university, both in its Third Action Plan for equality between men and women at the UAB and within the framework of the EGERA Project, is the incorporation of the perspective of gender in teaching with the aim of achieving effective gender equality in academic life. Specifically, Measure 3.8. of the Third Action Plan for equality between men and women states that "The gender perspective must be explained in the study guides and class programmes from an inclusive university model".
On the other hand, the EGERA Project has offered the ideal moment to promote this measure and put it into action. During the 2016-2017 academic year, the Universitat Autònoma de Barcelona began a process of implementation involving the following phases:

a) Progressive incorporation of the gender perspective in study guides for the 2017-2018 academic and beyond.
b) Inclusion of a general competence on gender in all courses offered at the Universitat Autònoma de Barcelona.

c) Inclusion of specific competences on the gender perspective in all disciplines and courses at the UAB.

The process has the firm commitment of the Governing Team of the university and is in the lines that is established in the current legal framework, both in the Organic Law for Effective Equality between Men and Women (3/2007) and the Catalan Law for Effective Equality between Men and Women (17/2015) which makes a special mention of educational academic ambits and health as priorities for introducing the perspective of gender.

Opening the black box: implementing gender quotas in the academia

Jolien Voorspoels, Universiteit Antwerpen

In this paper I analyze through which practices gender quota are implemented in the process leading to the composition of decision-making bodies at the University of Antwerp. The Flemish government issued a decree in 2012 stating that all decision-making bodies of public universities should at maximum comprise two-third members of the same sex. Yet, following such formal policy adoption, the question remains how gender quota are implemented in practice. I argue that we need to open the 'black box' of implementation as to better understand the process and practices that lie between adoption and outcomes of gender equality policies, especially within the field of gender equality policy in academia, as this is yet strongly underdeveloped.

I have conducted 26 semi-structured interviews with deans, faculty directors, department chairs and representatives of junior researchers and students to reconstruct how decision-making bodies are composed and especially how gender quota are implemented in this process. Applying a practice-theoretical lens I uncovered a variety of gender quota implementation practices.

During the presentation I want to discuss these various practices and how this variety can help us understand consequences and outcomes of gender quota as a gender equality policy instrument. I argue that the variety of practices to implement gender quota lead to a variety of ways in which gender quota are institutionalized within the university. Furthermore, this diversity in implementation also triggers various effects when it comes to the level of gender equality attained in academic governance and resistance to/support of gender quota as a tool to change current norms, values and practices.

Institutionalizing Gender Equality at Vechta University

Sabine Bohne, Universität Vechta

As a public institution under German civil service law the University of Vechta is charged to promote and implement gender equality. Implementation can be pursued in at least two ways. One is the removal of barriers in higher education, in particular for women; the other is the integration of women's and gender research into the University's entire portfolio of teaching and research. In this perspective, gender equality measures and gender research activities are interrelated strategies that form a critical tool for quality control and quality enhancement. Therefore, the University sees as one of its central tasks the creation of a framework for integrating gender equality and gender research into everyday institutional practice. In terms of gender equality the focus has been on the promotion of a university without discrimination, the promotion of women's professional and scientific careers, and on support for work-life balance that allows mothers and fathers to combine work, study and family. Besides the machineries supporting gender equality at University internal, especially the Women Professorship Programme is the most supporting financial resource given by the state for

implementing measures to strengthen gender equality in research and the academia. As its students and employees are becoming increasingly diverse, the University of Vechta intends to further develop its strengths and competencies in a context that is free from discrimination and attentive to societal needs. The University sees this challenges as cutting across the entire institution and all levels of decision making (see Equality Plan from 2014). The existing gender mainstreaming strategy is to be expanded to encompass a holistic diversity strategy that will contribute to added value in a university culture attuned to the needs of gender and diversity.

Institutionalizating gender equality in a research centre on climate change

Jiří Kolman, Ph.D, Apolónia Pecka Sejková, CVGZ CzechGlobe

The seminar intervention focuses on institutionalization of gender equality policies at Global Change Research Institute Czech Academy of Sciences (CzechGlobe). The main focused areas are the following topics and issues:

1) Peculiarities of institutionalizing of gender equality in non-university research institute and related specifics of the Czech Republic academic environment. This has an impact on the agenda – especially in issues such are integration of gender in curricula, trainings, funding schemes, as well as internal communication (i.e. non-existence of collective agreement), regular procedures, human resources and career management, evaluations etc.
2) Institutionalizing gender equality in CzechGlobe
3) Experience of the Institutionalizing a gender perspective in research in the CzechGlobe considering various perspectives respectively different forms and different paths. Related challenges faced in this process and progress are reflected.

As it has been used in EGERA project Gender Equality Reporting, and the related activities, the methodology is based on both qualitative and quantitative approaches, i.e. internal surveys through questionnaires; statistical data collection and/or analysis; face-to-face interviews with the main stakeholders; participatory workshops targeting one or several groups; literature or policy reviews. Other methods such as participatory action research (PAR) raising awareness, developing solidarity and encouraging the active participation of academics, early career researchers, students, administrative staff and other relevant stakeholders are used as well. Methodology takes into account also legal and institutional contexts.

The conclusion provides, in the context of the EGERA project implementation, a short analysis of the situation at the institutional level in CzechGlobe, highlighting major pitfalls, challenges and potential ways of resolution with a particular focus on the institutionalization and sustainability of gender equality.

Forms of resistances encountered while mainstreaming gender equality at METU

Gulbanu Altunok, Middle East Technical University

This presentation aims to discuss forms of resistances encountered at different levels to the efforts of promoting and mainstreaming gender equality in academic and research institutions. The discussion will be based on our assessments and analysis during the implementation of EGERA at METU in Turkey; however we would like to argue that these forms of resistances are present and effective in many contexts in Europe. Firstly, neoliberalism and neo-conservatism two major political rationalities have dramatic impacts on academic and research institutions transforming the structure and dynamics,

particularly challenging and sometimes undermining issues like ethics, the nature and conditions of academic work, freedom and gender equality. The second level where resistances encountered is the institutional level and we assessed different forms present at METU. As a prestigious academic institution, METU prides itself to have an egalitarian culture and a merit-based system. Such a conceptualization, however, we assessed leads to an implicit assumption that gender inequality is not an issue at the managerial and academic levels. Thus, the effort of transforming the traditional structure for a more gender-sensitive or gender equal environment faces a particular challenge deriving from the understanding of "there is not much to be done". The diverging gender distribution among different disciplines (male dominance in engineering vs. female majority in social science or educational disciplines) again is taken for granted and indicates the necessity to raise awareness on gender as a socio-political and historical construct. The third form of resistance, encountered at the institutional levels derive from agents' reluctance and conformism, their unwillingness to change the nature of the work, their conduct and relations. The administrative staff, in particular, are not willing to inform themselves about the newly introduced policies or practices. The discussion would like to argue that gender equality projects should address all these levels and aim at transforming macro structures.

Relishing resistance? Managers negotiating problem ownership in gender equality interventions

Monic Lansu, Inge Bleijenbergh and Yvonne Benschop, Radboud University

Resistance to organizational change towards gender equality is often seen as detrimental to the change effort (Benschop & Verloo, 2006; Goltz & Sotirin, 2014; Lombardo & Mergaert, 2013). Based on organizational becoming literature, which argues that the road to organizational change is negotiation (Ford, Ford, & D'Amelio, 2008; Thomas, Sargent, & Hardy, 2011), gender scholars however argue that resistance might be a tool for change as well, enabling open debates on norms and values (Benschop & Van den Brink, 2014). In the process of negotiating, "new meanings and interpretations of organizational activities" are constructed (Tsoukas, 2005, p. 98). This paper provides insights in how resistance enables organizational change processes by researching resistance towards problem ownership in gender equality interventions in academia. We focus on problem ownership as one of the main forms of resistance reported in gender equality change literature (Lombardo & Mergaert, 2013). Managers participating in gender equality interventions have to make a turn from change recipients to change agents (Bleijenbergh, 2017). Resistance might open up negotiations on how to understand organizational activities or on how managers understand their position in gender equality change. Drawing on a case study of a gender inequality intervention in three research institutes of a Dutch science faculty, we examine the position of managers towards problem ownership regarding gender inequality, how managers negotiate their problem ownership during the intervention, and if and how problem ownership shifts.

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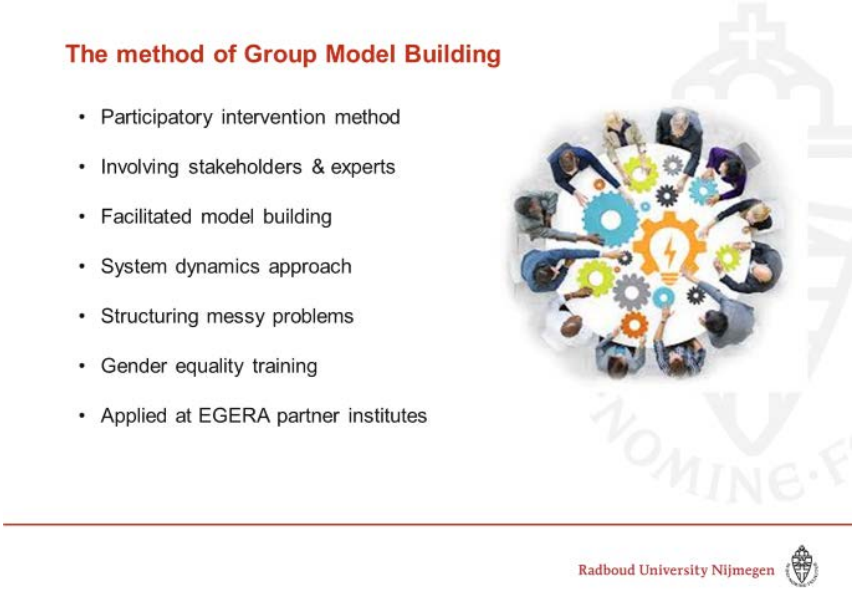
4.4.2. Powerpoint presentations



The aims of Group Model Building

- Supporting group vs individual learning
- Fostering consensus about the problem
- Creating commitment towards actions

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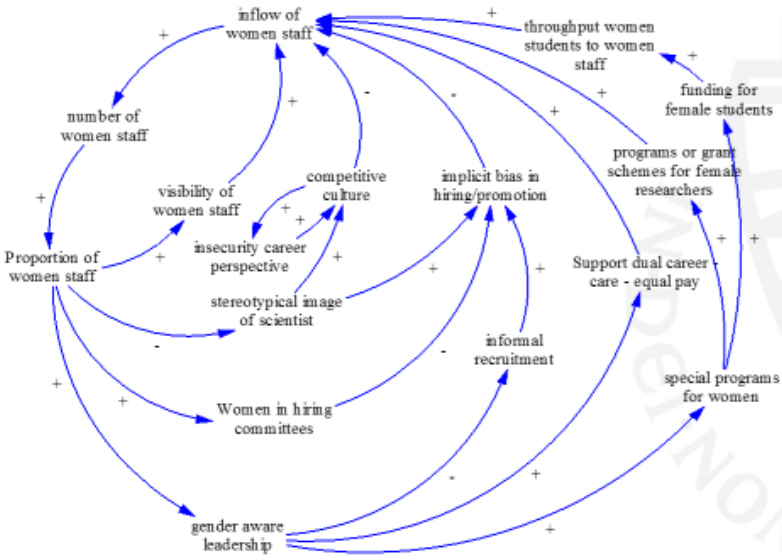
Example of (part of) a causal loop diagram



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Power in group model building

- Stakeholders varying in position
- Literature: Power affects communication
  e.g.- leaders speak longer, interupt more, determine discussion topics (Allwood, 1980)
  - high power stronger express private opinions and true attitudes (Magee & Galinsky, 2008)
  - high power contribute more ideas & opinions, low power contribute more facts, questions and positive evaluations (Silver et al., 2000)
- GMB equivalence as starting point
- This study: focus on legitimate power and GMB process
- *How do interaction activities differ between actors in GMB sessions, particularly between actors varying in legitimate power?*

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Analyzing social interaction in groups

R. Bales Interaction Process Analysis

- **Task** directed anwers (giving information, opinions, suggestions)
- **Task** directed questions (asking for information, opinions, suggestions)
- Positive **social emotional** reactions (showing solidarity, laughing, agreeing)
- Negative **social emotional** reactions (disagreeing, showing tension, showing antagonism)

Group model building case

- Science faculty of Dutch university
- 2 sessions of 4 hours each
- 11 participants (6 men and 5 women)
  - Dean
  - Directors
  - HRM
  - Academic staff (postdoc - professors)
  - Gender expert
- Facilitation team
  - Facilitator
  - Modeler
- Audiotapes fully transcribed and coded according to Bales' IPA

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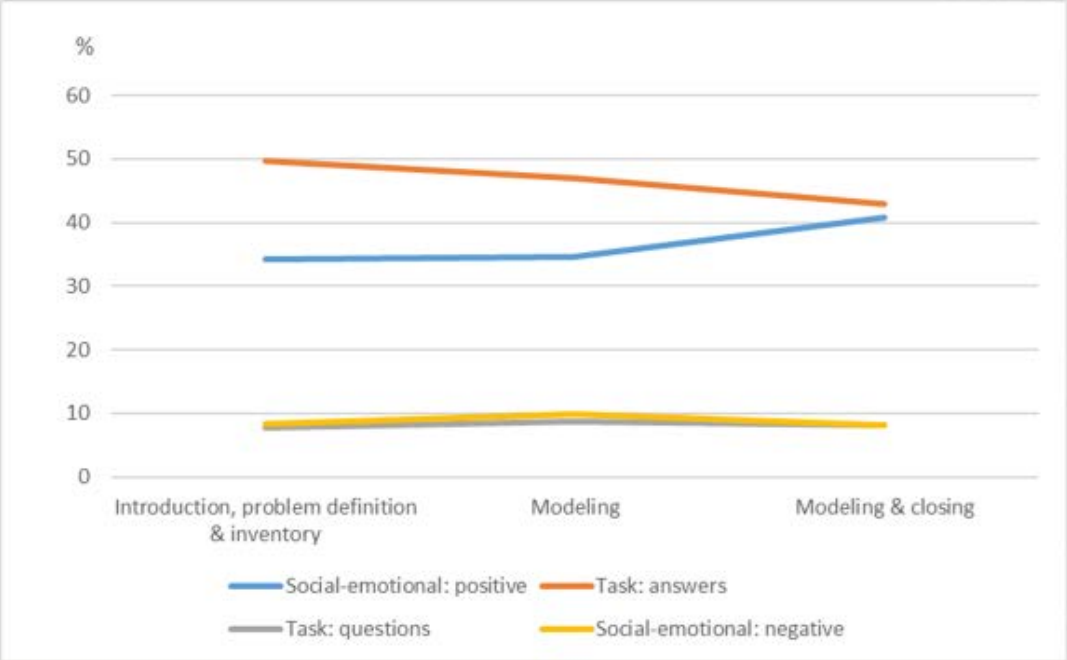
Preliminary results: group behavior over time



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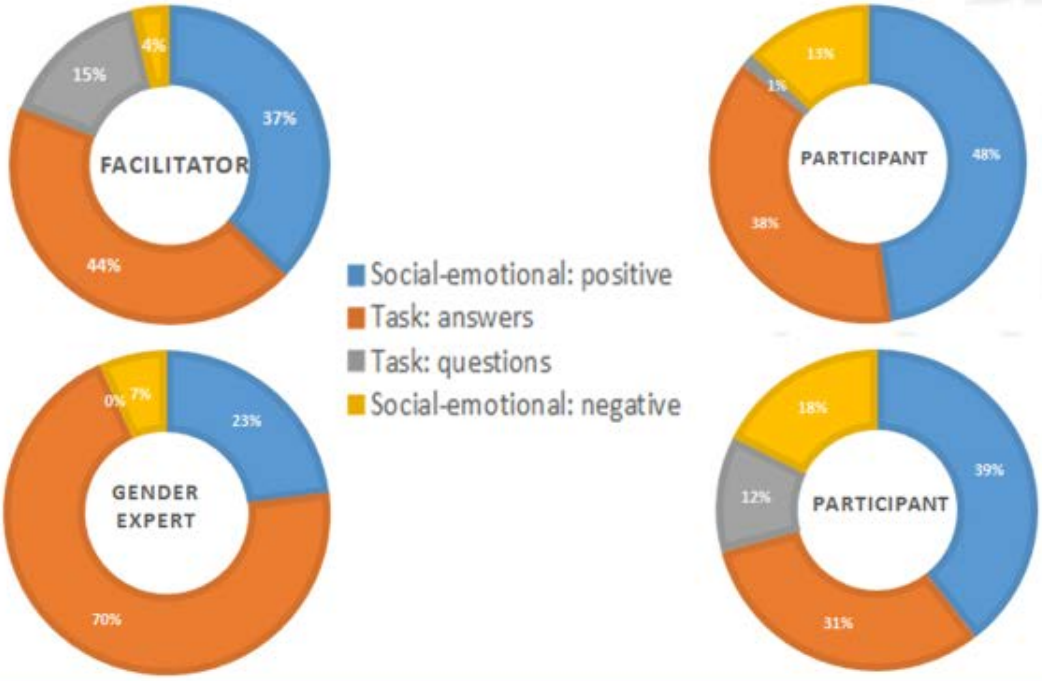
Preliminary results: Interaction profiles / roles



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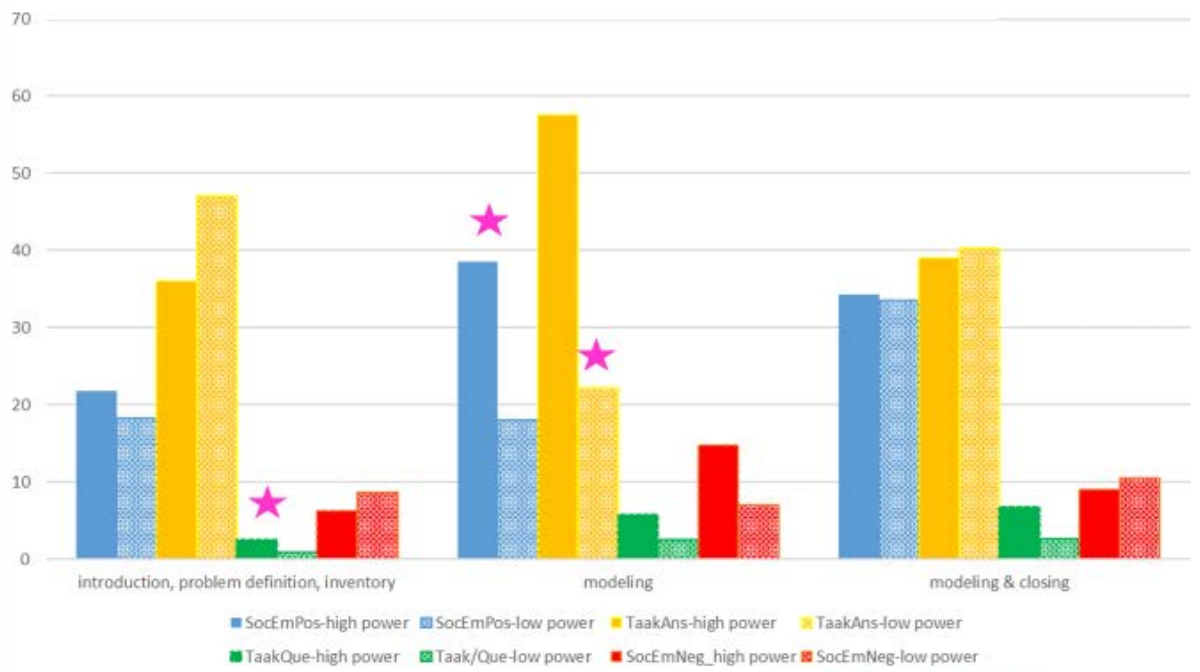
Mean number of acts through time for high and low power participants



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Preliminary conclusions

- Participants take on different informal roles
- GMB equivalence claim not fully confirmed
- Scripts influence social interaction and may facilitate power leveling

- Is this problematic?
- In GMB influence of individual is limited, consensus based
- Further research needed linking these results to GMB outcomes

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GENDER PERSPECTIVE IN TEACHING AT THE UNIVERSITAT AUTÒNOMA DE BARCELONA (UAB)

STRATEGIES AND INSTITUTIONALISATION

Dra. Joana Gallego
Dra. Maribel Ponferrada
Paris, October 16-18th 2017
Final Conference EGERA Project

Observatori per a la Igualtat UAB

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OBJECTIVES AND PROCESS

- INCLUDING GENDER PERSPECTIVE IN ALL BACHELOR'S DEGREE AND MASTER'S DEGREE OFFERED BY THE UAB
  - WHY?
  - HOW?

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The Legal Framework of Gender-Perspective Teaching in Spain and Catalonia

- Spanish Law 3/2007 establishes "Special attention in all the curricula and in all teaching phases concerning the principle of equality between men and women" (art. 24). It additionally states that the "Administration has to provide teaching in gender equality within the Syllabus when possible". (Art. 25.2a)

- Catalan Law 17/2015 establishes the "Promotion and inclusion] of gender perspective and women's historical contribution to all bachelor's degrees and master's degree curricula in all fields of knowledge" (art. 28.1). The Catalan University Quality Assurance Agency (AQU) will supervise this process and will request a report on the introduction of gender perspective in the syllabus or how it is planned to be introduced in future.

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Context of Gender-Perspective Teaching in the UAB

- The UAB
  The Third Action Plan for Equality at the UAB establishes (line 3) "The Promotion of a gender perspective in teaching and research, which consists of a total of 12 measures. Six of these are specifically oriented towards gender in teaching, and 6 in research".

- Measure 3.8 Third Action Plan states:

  "Gender perspective must be introduced into the course guides and class programmes by following an inclusive university model".

  "Guidelines how to include gender perspective in teaching (2017)"

- Commitment to the objectives of the EGERA Project

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What is gender perspective in teaching?

What Do We Understand by Gender Perspective in Teaching?

- "Gender perspective is a critical approach to every phenomena that reveals and analyzes inequalities between men and women, including the analysis of those political, social and cultural institutions that sustain such inequalities: the family, the sexual division of work, the economic system, the socialization process, laws, etc." (Ponferrada, 2017: 8)
- But it also includes beliefs and a symbolic system, social rules and cultural and media content. (Ponferrada, 2017: 8)
- Gender perspective in teaching means **reviewing the androcentric bias** in all forms of academic disciplines and questioning the causes, as well as the social and cultural mechanisms that sustain gender inequalities. (Verge, 2012)
- Gender perspective in teaching implies **reviewing the contents of subjects, methodologies and practices in the classroom.** (Ponferrada, 2017: 9)

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Dimensions of Gender Perspective in Teaching. The Beate Kortendiek Model (2011)

- Professional aspects of the discipline (History, Career, Job Market)
- Critique of Disciplinary Knowledge (Gender Bias, Biography, and Language)
- Aspects of producing and applying the results of Disciplinary Research
- Egalitarian methodologies in teaching (UAB) (Fabra, 2008; Ponferrada, 2017)

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Process to Introduce Gender Perspective in Teaching for all Bachelor's Degrees and Master's Degrees

- In the 2016-2017 academic year, the UAB began a process of implementation through the following phases:

- Step One: Progressive incorporation of gender perspectives in course guides for the 2017-2018 academic year, and beyond.

- Step Two: Establishing a *General Competence* within the UAB Framework

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Process to Introduce Gender Perspective in Teaching for all Bachelor's Degrees and Master's Degrees

- **Definition of General Competence in Gender Perspective:**

- "Students have to demonstrate knowledge regarding gender inequalities derived from gender/sex system, and must have the capacity to identify and analyze gender bias in distinct fields and disciplines" (UAB, 2017) [Under revision]

- In a second phase, each Faculty will establish one or more specific competences according to areas of knowledge.

  The Observatory will provide assistance and training support to produce and implement these specific competences.

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Training in Gender Perspective: Considerations

- Lack of knowledge on gender issues in undergraduate and postgraduate studies. (Ponferrada, Duarte, Freixes, 2016).
- Lack of knowledge on gender issues among lecturers.
- High competitiveness in academic careers; lack of time and resources for staff; insufficient recognition of the need to include gender perspectives; low prestige accorded to the issue. (Ponferrada, Duarte, Freixes, 2016).
- Absence of materials and training for lecturers with no in-depth knowledge of gender and feminist studies. (Ponferrada, Duarte, Freixes, 2016).
- Training is optional for lecturers, not compulsory.
- Resistance and obstacles from agents interested in maintaining both the current status quo and power structures.

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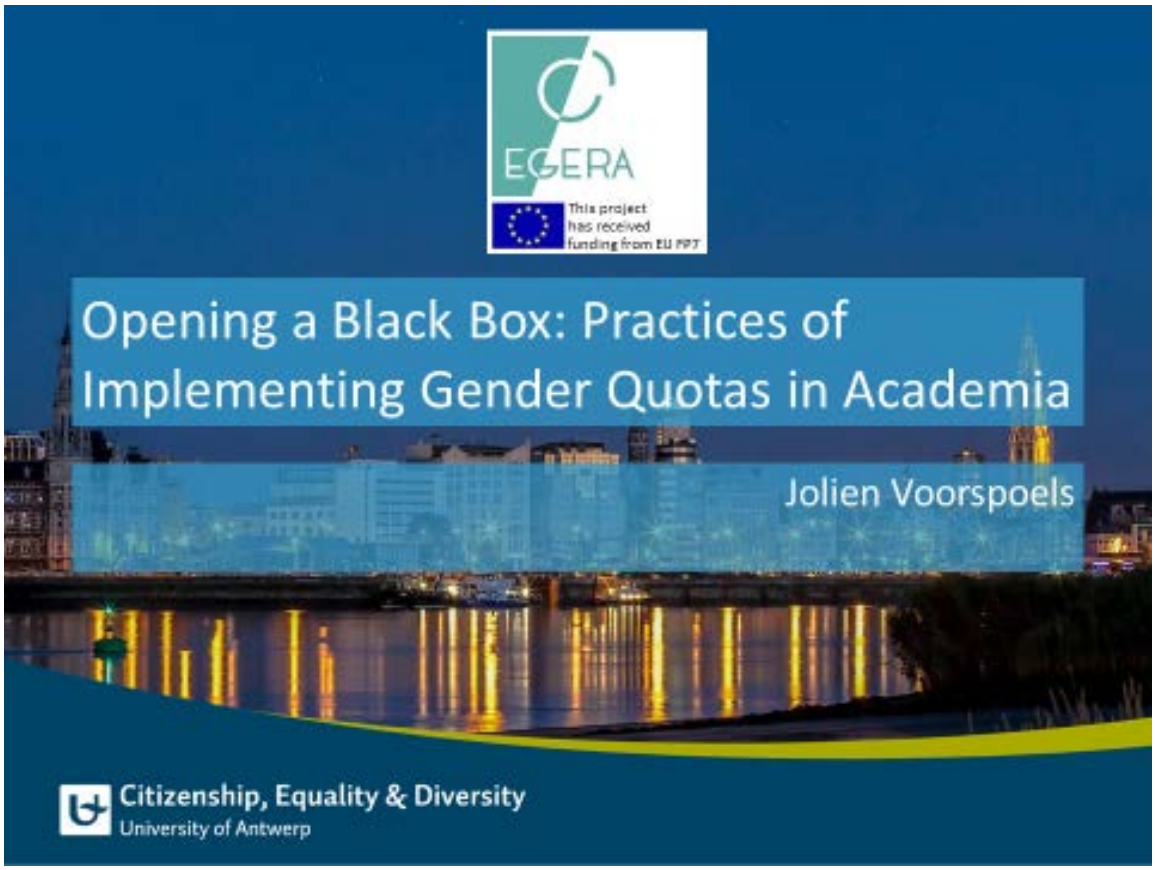
Gender-Training Action in Gender Perspective

- Within the Framework of the EGERA Project the Observatory for Gender Equality has developed 29 Gender-Training Actions addressed to students and lecturers with a total of 233 participants (42 men and 191 women) over a total of 377 hours.
- Throughout 2017, 1 course was addressed specifically to lecturers to increase their understanding of gender perspective in teaching with a total of 20 participants.
- The Rector's Governing Team will approve a plan to assure training in gender perspective for all lecturers over the coming years. Training courses are currently optional, but many members of the teaching staff are now interested in participating in these training actions.
- The Observatory will be the curator of this teaching process, designing a Guide that will provide tools to achieve this goal.



A black box of implementation

- Knowledge gap between
  - diagnosis of gender inequality,
  - design/adoption,
  - and effects/evaluation of gender equality measures in academia
- Practice theory lens: organizational life is (re)produced through people's ongoing actions and speech.
  - University as complex organisation;
    fluid scene – multiple, contingent manifestations of practices
  - Inductive reconstruction
- Case: University of Antwerp – GQ decree (2012)
  - 26 interviews + organizational documentation

2

Gender quotas implementation practices

Gender-specific calls	Scouting	'Playing around'
▪ organizational actors ▪ potentional candidates	▪ indirect ▪ direct	▪ gender ▪ number of members with effective voting rights ▪ pool
▪ pool: as open as possible, within gender-specific restriction	▪ pool: controlling all profile criteria, more targeted approach	▪ pool: tight leeway, procedural game

3

Gender quotas implementation practices

- Direct scouting *Respondent 3, dean: "Yes, we, I think that we – of management – also approach people, to encourage them a bit. Has to. Like 'would you not?' [laughs] Because not everyone is interested and they are considered thus some need a little push."*
- 'Playing around' size *Respondent 5, dean: "Who wants to represent? And then we determine the result and then, the last three times, it always seemed necessary to intervene therein, to just [have] that gender balance. And to use strategies, thus, euhm…"*
  Interviewer: "And which…?"
  R5: "Trying to find female members anyway. And then always [approach] the same department until now. Euhm, and yes, if need be, invite someone [i.e. man] without voting rights."

4

Discussion

- Compliance – formalization
  - Variation in procedural and practical knowledge
- Women's representation in academic decision-making
  - Increasing number of women with effective voting rights
  - Men keep decision-making voice
  - Composition on paper as mere fiction
- Gender quotas implementation is
  - a fluid and contingent phenomenon.
  - embedded in organizational power and gendered dynamics.

5

Conclusion

- Various types of gender quotas implementation practices uncover how one gender equality measure can affect a single institution differently.
- Gender quotas implementation does not necessarily leads to increasing representation and power in academic decision-making for women.
- Further research could untangle how a nexus of organizational practices leads to gendered implementation dynamics.

6

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Politicization of gender (equality) at University of Vechta.

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Strategy and structure

- As a public institution under German civil service law the University of Vechta is charged to promote and implement gender equality.
- Implementation can be pursued in at least two ways:
  - ✓One is the removal of barriers in higher education, in particular for women;
  - ✓the other is the integration of women's and gender research into the University's entire portfolio of teaching and research. of teaching and research
- In this perspective, gender equality measures and gender research activities are interrelated strategies that form a critical tool for quality control and quality enhancement.

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- Therefore, the University sees as one of its central tasks the creation of a framework for integrating gender equality and gender research into everyday institutional practice.
- In terms of gender equality the focus has been on the promotion of a university without discrimination, the promotion of women's professional and scientific careers, and on support for work-life balance that allows mothers and fathers to combine work, study and family.
- The goal is to foreground actual gender equality lived in university culture as the precondition for gender balance.

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- As its students and employees are becoming increasingly diverse, the University of Vechta intends to further develop its strengths and competencies in a context that is free from discrimination and attentive to societal needs.
- The existing gender mainstreaming strategy is to be expanded to encompass a holistic diversity strategy that will contribute to added value in a university culture attuned to the needs of gender and diversity.
- The goals for university development over the period of 2014 to 2018 that were agreed between the University and the state of Lower Saxony inscribed gender diversity in the context of widening access to higher education ("open university").

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- In addition to the open university, two further diversity dimensions focus on "gender justice" and "internationalization".
- The Equality Plan of 2014 prioritizes protection against discrimination and the creation of a culture that is sensitive to and values diversity.
- Paralleling its gender mainstreaming strategy, the University of Vechta is committed to diversity mainstreaming, that is a consideration of diversity in all institutional decision-making.
- Gender equality policy is to encompass diversity, consistent with an intersectional understanding of equality that acknowledges the interplay of gender and other categories of difference.

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- However, in practice, the goals and measures in the Equality Plan have focused primarily on gender equality and less on diversity. This is due to legal requirements aimed primarily at promoting gender justice.
- Equality work is particularly well anchored within the university due to equality-focused legal frameworks and university policies.
- Within university management, equality functions are housed since 2016 in the office of the Vice President for Personnel and Finances.
- The official gender equality officer participates in a consulting function in meetings of the President's Cabinet and the Board of Governors.

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- Equality policy is coordinated centrally between University Senate and the Equality Commission.
- The central equality officer works closely with the de-centralized equality officers.
- This close cooperation is institutionalized in the Council of Equality Officers that supports exchange and discussion and the development of position papers and recommendations.

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"DiVA – Mentoring for female students "

- The gender equality office offers support with career planning and development, as well as general support.
- As female students approach the end of their studies the project offers them an opportunity to explore whether doctoral work might be an appropriate next step in their careers.
- The goal is to encourage female students to pursue doctoral work and to provide mentors that help students think through this option.
- Inspired by the female professor program the office thus seeks to increase the proportion of women in research.

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- The actual mentoring is complemented by a framework of additional programs that encourage reflection on mentoring and the exploration of continuing education and networking opportunities.
- A potential next step is to expand the mentoring program to include female doctoral students and post-docs so that women can be supported along their scientific pathways.
- DiVA is connected to EGERA because it focuses squarely on gender justice in academic research and raises the awareness of female students of the challenges they will need to meet as women in scientific careers.

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Family-friendly University

- In May 2013 the University won a "family-friendly university" certificate from the Hertie Foundation in recognition of its efforts to make it easier for students and employees to combine family with study and employment.
- During another audit in August 2016 the University won this certificate again. In the associated mission statement, the University commits to an understanding of family that values diverse forms of personal and family life.
- Acoordination office "Work-study-life-balance" was implemented which coordinates the process and the implementation of measures for the certification.

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GENDER BASED OFFENSES AND VIOLENCE

- The University of Vechta rejects any form of sexual harassment. It will bridge the by the Protection Act for Employees provided appropriate disciplinary or labor initiate measures.
- Members of the University with teaching/educating and management tasks are obliged in accordance with §12 AGG to investigate all concrete evidence of sexual harassment within their jurisdiction.
- The harassed persons who fought against sexual harassment and exercised their rights in a permissible manner may not be disadvantaged.

October 2017 www.uni-vechta.de

Universität Vechta
University of Vechta

GENDER IN RESEARCH AND CURRICULA

- The agreement between the University of Vechta and the Lower Saxony ministry for research and culture includes equality goals and the intent to strengthen international gender research in the University's research and teaching portfolio.
- Gender is to be integrated into the different disciplines and courses of study, and the gender competencies of students are to be enhanced to prepare them for future employment.
- The guiding motto is to make "teaching and scientific education follow research"; gender and diversity are to be integrated into a sustainable, coordinated framework.

October 2017 www.uni-vechta.de

CzechGlobe

GLOBAL CHANGE RESEARCH INSTITUTE
Czech Republic Academy of Sciences

CzechGlobe

Motto: „CHANGE IS CHALLENGE"

Institutionalization of Gender Equality Policies at CzechGlobe

Jiří Kolman
Scientific Secretary of Global Change Research Institute

CzechGlobe Global Change Research Centre AS CR, v. v. i.

Czechgobe experience with GE

The GE has been considered since the year 2012. Firstly in rather informal (uninstitutionalised) way (e.g. Disscussion in SAB CzechGlobe, nomination of female colleagues in managerial and SAB positions, ad hoc gender trainings…).

www.czechglobe.cz 12

CzechGlobe Global Change Research Centre AS CR, v. v. i.

Institutionalization of GE

- GEAP implemented since 2014
- GE training scheme designed and implemeneted
- Regular gender annual statistics
- Adoption of all EGERA charts and documents (e.g. Antwerp Chart)

www.czechglobe.cz 14

CzechGlobe Global Change Research Centre AS CR, v. v. i.

Institutionalization of GE

- Reflection of internal rules
- Codification of CzechGlobe Ethical Codex
- Inclusion GE agenda into scientific secretary department
- Creating specific part of CzechGlobe webpages dedicated to GE (in Czech and EN version)

www.czechglobe.cz 15

EFFECTIVE GENDER EQUALITY in RESEARCH and the ACADEMIA

ODTÜ METU

FORMS OF RESISTANCES

METU EXPERIENCE

EGERA FINAL CONFERENCE

16-18 OCTOBER 2017

Some EGERA Achievements

- GEQ module into academic & administrative trainings
- Adoption of two EGERA charters
- Adoption of METU Policy Document on Principles and Strategies on Gender Equality (May 2016)
- Establishment of the Unit on the Promotion of Gender Equality and Prevention of Sexual Harassment (May 2016)
- Introduction of gender equality concern into METU Strategic Plan (2017-2020)
- TEKNOKENT (Science Park) willing to pursue gender mainstreaming
- Training module on sexual harassment to ERASMUS students
- Organization of a national workshop on GEQ mainstreaming in academia

Levels of Resistance

- Political-Economic Level
  - Neoliberalism
  - Neoconservatism
  - Gender falling back as an issue
- Institutional level
  - Lack of awareness
  - Lack of/Limited capacity of mechanisms
  - Reluctance and conformism

Political-Economic Level

- Neoliberalism
  - Privatization of unis, services and work
  - Research/funding pressure; understaff in state unis
  - Campus land as economic resource
- Neoconservatism
  - Authoritarian rule
    - Eroding juridico-legal framework
    - Rise of hegemonic masculinity & authoritarian figures & discourse
  - Moralism: Gender backlash
    - Open rejection of gender equality
    - Transformation of meaning of gender equality
    - Challenge/rejection of rationality/scientific discourse
- Gender falling back as an issue

Institutional level

- Lack of awareness
  - METU myth: (administrative and academic levels)
  - Gendered aspects of disciplines (administrative, student, academic levels)
  - On issues of gender equality & rights
- Lack of/Limited mechanisms
- Reluctance & conformism

Relishing resistance? Managers negotiating problem ownership in gender equality interventions

This project has received funding from EU FP7

October 16-18, 2017

Monic Lansu, MSc MA
Dr. Inge Bleijenbergh
Prof. Yvonne Benschop

Radboud University

Resistance to organizational change towards gender equality

Resistance as detrimental
(Benschop & Verloo, 2006; Goltz& Sotirin, 2014; Lombardo & Mergaert, 2013, 2016
OR:
Resistance as a tool for gender equality change
(Benschop & van den Brink, 2014; Bleijenbergh 2017)

Theoretical assumption: resistance might contribute to transformational change through the negotiations it generates on problem ownership.

Research objective: contributing to the debate on transformational change, by examining the position and negotiations of managers towards problem ownership and shifts in problem ownership during gender equality interventions.

Case study: gender equality interventions at three research institutes in a Dutch Science faculty. Interviews, audio taped interventions and field notes. Selection of negotiations of six managers (4 male, 2 female managers).

Radboud Universiteit

Positions towards problem ownership regarding gender inequality

Low problem ownership
Considering gender inequality a coincidental side effect of meritocracy; prioritizing other organisational problems.

Medium problem ownership
Awareness that something has to be done to support gender equality, but being sceptical about the possibility of change
→ change recipient rather than change agent.

High problem ownership:
Acknowledging the importance of gender equality, willingness to learn about the dynamics and what can be done → change agent.

Radboud Universiteit

Negotiating problem ownership

Minimizing the work of problem ownership

This we can really [treat] as one of those things that we have to pay attention to continuously. Then you can just tick the box. It comes on in 2016, and doesn't get off before 2026. It needs long-lasting attention. […] And with my [yearly, author] state of the institute, if I put in a slide on how we are doing with gender, […] that would be a very good one, I've got nothing against that. […] We always have yearly discussions with the directors of all groups, then we always have a whole list of things. We could easily add gender balance. […] Touch upon it, as agenda point, nothing wrong with that (Male manager)

Radboud Universiteit

Negotiating problem ownership

Ambivalent problem ownership

The actual environment that we have now, is made by us, made by the male dominated society. And so it is very much driven into competitiveness, and not into compromise. […] If you look around at meetings you see also very successful females and they have a very female group. And therefore females seem to be very happy in a setting where there is a different culture. […] So I think we have created an extremely competitive setting which becomes worse and worse (Male manager)

Radboud Universiteit

Negotiating problem ownership

Diffusing problem ownership

[…] Ehm, WHAT DOES KAPPA WANT? HELLO? Who are Kappa? That is US. Here, all of us together. There is no, what does Kappa want. That doesn't exist. Who are THEY? I have no idea […]. Kappa is us! We are here with a community of people together, and have to take care that everybody can function WELL, that qualities are fully valued, that people feel comfortable in their position, and can fully develop themselves. […] The question is, how are WE ALL going to solve this, each from his own responsibility. […] Now we are going to see whether we can touch those levers, but those […] are levers that we REALLY need to operate ALL of us, otherwise it won't work. […] As if someone, you know, is accountable for that. We are, REALLY, we are all of us in this together, sorry! (Male manager)

Radboud Universiteit

Discussion: tensions and paradoxes in problem ownership

Paradox: changing the calls organization for common effort, but clear managerial problem ownership has the power to sustain change (Janssens& Zanoni, 2014.

Tension: Discursive position versus practical implementation in a discursive intervention– do managers walk the talk?

Paradox: Scrutinizing numbers supports revealing structural inequalities, but can remain an empty effort in itself.

Tension: Negotiations about gender as a a problem with numbers (ticking the boxes) versus gender as a problem of organizational culture.

Radboud Universiteit

4.5. Steering committees meeting

SciencesPo

Steering Committee Meeting

Towards Project's end

18.10.2017 – Sciences Po

EFFECTIVE GENDER EQUALITY in RESEARCH and the ACADEMIA

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SciencesPo

1/ Scientific Management

1.1 Pending deliverables:

D.1.4: Summary of experiences shared through AGORA on institutional resistances (Brief analytical summary of the experiences shared through AGORA by the representatives of consortium members with respect to institutional Resistances). Initially planned: M36 Delayed to P3 in the 2nd Amendment to the grant agreement, to be merged with D.1.5

D.1.5: Proceedings of the Final conference (M46)

D.4.5: GT implementation report (M46)
- ✓ Reviewed submission calendar
- ✓ Please be as precise and exhaustive as possible!

D.7.7: Final dissemination report (M48)
- ✓ Shall include prospects for dissemination beyond the timeline of EGERA
- ✓ Please be as precise and exhaustive as possible!

D.8.4: Final Evaluation report (M48)

2

SciencesPo

1.2 Final Scientific Reporting

- ✓ Template for Scientific Reporting provided on **October, 26th**
- ✓ Submission of templates by partners by **November, 27th**
- ✓ Report ready for submission by **December, 18th**
- ✓ Final Scientific Report to include Final report on the 2nd GECS (available on Sarah-AGORA)

Notice: Templates for scientific report expected to be brief, but **fully exhaustive**

As the financial and scientific reports cannot be submitted separately, we will proceed with final submission by **January, 15th, 2018**

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SciencesPo

2/ Financial Management

2.1 Forms C preparation

Although Forms C should cover the 3rd reporting period until completion (December, 31st, 2017), we expect partners to submit on ECAS the first version of their forms C on **December, 8th**.

Guidance will be provided from December 8th to December 20th for completing your forms C and avoiding any cost rejection or request for further information from the EC. **Please ask you financial services to strictly respect the format and level of detail reflected in the latest validated forms C.**

Close-to-final Forms C to be submitted no later than December, 20th. Please take into account the availability of your financial dept. and the human resources of the core team.

Forms C necessitating minor revisions to include expenses reported after December, 20th, will be submitted on January 12th the latest: final submission on **January, 15th, 2017**

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SciencesPo

2/ Financial Management

2.2 Costs deviation

Please carefully check with your financial department, whether any significant cost deviation with respect with your planned budget is to be expected, including: unreported costs transfers from a category to another or underspent budget, and report with necessary details all potential deviation to the project manager by November, 13th, the latest.

Please note that our financial officer has changed as from October, 16th. Hence, part of the tracking memory of our project, is likely to have been lost

5

SciencesPo

Steering Committee Meeting

Making our GEPs Sustainable

18.10.2017 – Sciences Po

EFFECTIVE GENDER EQUALITY in RESEARCH and the ACADEMIA

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SciencesPo

Introduction

There are two main points we would like to cover over this session:

1) Your own assessment of the performance of your institution in implementing structural changes + exchanges

2) The steps taken by each partner to ensure the sustainability of its gender equality strategy beyond the timeline of the project + exchanges

Conclusions: which steps to be taken together towards sustainability?

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SciencesPo

Key sustainability achievements

Czech Globe:

- ✓ Gender Equality included to the portfolios of the General Secretary and Career support agent
- ✓ Webpage dedicated to HR policy, including aspects related to GE (available in Czech and English)
- ✓ Annual statistics now including sex-disagregated data for all staff categories
- ✓ EGERA charters referred to in internal work directives
- ✓ Gender Training activities included so far to four research projects, 2 funded by the Czech Technical Agency and 2 by H2020

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SciencesPo

Key sustainability achievements

Radboud University (SKU):

- ✓ Gender Equality included to the Strategic Plan of the University for 2020
- ✓ Detailed Gender Equality Plan linked to the Strategic Plan and resonating with GEP adopted under EGERA (not publicly available yet)
- ✓ Gender Equality and Diversity Committee established at the Faculty of Science. Its conclusions were released and are being uptaken at the level of the University
- ✓ Voluntary Gender Training available to all the academic community
- ✓ New Master degrees on Gender Equality, Inclusions and Diversity in:
  - Management
  - Politics

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SciencesPo

Key sustainability achievements

METU:

- ✓ Strategic Planning of METU now integrating references to Gender Equality
- ✓ EGERA Charters largely referred to throughout institutional documents
- ✓ Gender Training available to all categories of audiences
- ✓ Commission established on sexual harassment and mobbing

Vechta University

- ✓ Newly appointed Gender Equality Officer
- ✓ Gender certificate offered to students attending gender courses
- ✓ Guidelines and protocol on sexual harassment implemented, with a dedicated commission put in place
- ✓ EGERA actions to be uptaken in the new Gender Equality Plan (2018-)
- ✓ Agreement signed with the Ministry of Science and Culture of Lower Saxony, to integrate gender as a cross-cutting issue in research
- ✓ New Gender Equality Strategy to adopt an intersectional focus

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SciencesPo

Key sustainability achievements

UAB:

- ✓ Fourth GEP to be adopted, starting from 2018, in which will be uptaken and enhanced some key actions from the EGERA GEP
- ✓ Gender Equality now featuring in Strategic Plan of the UAB
- ✓ Gender Training available to different categories of staff, with a pool of trainers
- ✓ EGERA Charters implemented and referred to in institutional documents
- ✓ Statute of the Observatory for GE, so far project related, to be modified in 2018 towards greater institutionalization (university unit), with increased competences
- ✓ Institutionalization of gender perspective in teaching

Antwerp University (UA):

- ✓ Gender Equality Plan to be updated in 2018 by GE office
- ✓ Implementation of EGERA Charter and GECS follow-up

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SciencesPo

Key sustainability achievements

Sciences Po:

- ✓ Gender Equality Officer institutionalized, and upholding part of EGERA knowledge and objectives. Placed under General Secretary of the institution
- ✓ New Gender Equality Action Plan to be enacted from 2018, and monitored by GE officer and the network of gender focal persons
- ✓ Sciences Po pursuing to obtain national GE label for workplace in 2018, which entails a four year monitoring plan for the new GEP
- ✓ Monitoring Unit on sexual harassment institutionalized, with regular (annual) AR campaigns on different formats/channels
- ✓ Strategy adopted for Gender balance in academic recruitment, and referring to EGERA Charter on gender sensitive governance
- ✓ Implementation of EGERA Charter on gender-sensitive governance, via a dedicated working group
- ✓ Gender Equality Strategy referred to in key planning and evaluation documents
- ✓ Institutionalization of compulsory GT for 1st grade students, members of students' association boards and gender focal persons

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5. Annex: Full Program

EFFECTIVE GENDER EQUALITY in RESEARCH and the ACADEMIA

This project has received funding from EU FP7

SciencesPo

ORTA DOĞU TEKNİK ÜNİVERSİTESİ MIDDLE EAST TECHNICAL UNIVERSITY

UAB Universitat Autònoma de Barcelona

Radboud Universiteit

Universiteit Antwerpen

Universität Vechta University of Vechta

CzechGlobe Global Change Research Institute CAS

ESIS ESTUDOS INTERVENÇÃO SOCIAL

FINAL CONFERENCE

Public Programme

SciencesPo

October 16-17-18, 2017

Monday, October 16th

2.00 – 4.00 pm: Opening

In English

Auditorium, OFCE-Sciences Po, 10, Place de Catalogne, Paris 14

2.00 – 2.30 pm: Welcome speeches

Cornelia Woll, Sciences Po Vice-President for Studies and Academic Affairs
Xavier Ragot, President of OFCE, Sciences Po
Hélène Périvier, OFCE PRESAGE & EGERA Coordinator

2.30 – 3.15 pm: Keynote: Entangling Gender and Neoliberalism in the Global Academy

Prof. Louise Morley, University of Sussex

3.15 – 4.00 pm: Roundtable: Promoting Equality and a Gender Perspective in Research

Moderated by Prof. Mieke Verloo, Radboud University
Participants: Inge Bleijenbergh, Radboud University, Maxime Forest, Sciences Po OFCE, Joana Gallego, UAB, Agnès Hubert (former member of the Bureau of European Policy Advisors), Louise Morley, University of Sussex

Coffee break

4.30 – 6.00 pm: Hommage à Marie Skłodowska-Curie, à l'occasion du 150e anniversaire de sa naissance et de la publication du livre *Marie Curie, une femme dans son siècle*, Gründ ed.

En Français

En présence d'Hélène Langevin-Joliot

Marion Augustin, co-auteure du livre, *Marie Curie, une femme dans son siècle*, Gründ ed.

Nathalie Pigeard, co-auteure du livre, *Marie Curie, une femme dans son siècle*, Gründ ed., Historienne des sciences, CNRS

6.30 – 8.30 pm : Cocktail

Salon Rouge, Hôtel de l'Artillerie, 1, Place Saint Thomas d'Aquin, Paris 7

Tuesday, October 17th

CEVIPOF-Sciences Po, 98 Rue de l'Université, Paris 7

9.30 – 12.00am: Policy Lab "The Next Level of Sciences Po Gender Equality Policies"
Salle Annick Percheron

In English and French

Selection of innovative suggestions submitted on-line, followed by a co-design session to strengthen Sciences Po Gender Equality Policies. In partnership with the Policy Lab of Sciences Po School of Public Affairs. Participation of EGERA teams', Advisory Committee members and other conference guests on a voluntary basis.

In parallel: Evaluation focus groups led by CESIS at the same address with steering and advisory committee members

12.30 – 2.00pm: Lunch break

2.00 – 4.15 pm: EGERA Seminar Politicization and Institutionalization of vs. Resistances to Gender Equality policies in the Academia: Where do We Stand?

Salle Lavau

In English

Pleun van Arensbergen, Monic Lansu, Inge Bleijenbergh, and Etiënne Rouwette (Radboud EGERA team): *The Power of Group Model Building Interventions*

Joana Gallego, Maribel Ponferrada (UAB EGERA team): *Gender Perspective in teaching in the UAB: strategies and institutionalization*

Jolien Voorspoels (UA EGERA Team Antwerp): *Opening the black box: Implementing Gender Quotas in the Academia*

Sabine Bohne (Vechta EGERA Team): *Institutionalizing Gender Equality at Vechta University*

Jiří Kolman, Ph.D, Apolónia Pecka Sejková (CVGZ CzechGlobe): *Institutionalizating gender equality at a research center on climate change*

Gulbanu Altunok: *Forms of resistances encountered while mainstreaming gender equality at METU*

Monic Lansu, Inge Bleijenbergh, Yvonne Benschop (Radboud EGERA team): *Relishing resistance? Managers negotiating problem ownership in gender equality interventions*

Coffee break

4.30 – 5.30 pm: Conclusive Roundtable, with participation of EGERA Consortium board

In English

Christine Musselin, Sciences Po Vice-President for Research
Ayse Ayata, Prof. of Political Science, Faculty of Political Science and Administration, METU Ankara
Serge Simon, Head HR Director, University of Antwerp
Martina Döhrmann, Prof. of Didactics of Mathematics, Vice-President for Professors and Students, University of Vechta
Erik Koelink, Prof. of Mathematic Physics and Member of Radboud University Diversity Committee
Jiří Kolman, General Secretary, CVGZ Czech Globe
Sara Moreno Colom, Vice-Rector for Students and Professionalization, Universitat Autónoma de Barcelona

7.30pm: Diner

Wednesday, October 18th

Ecole Doctorale, 199, Boulevard Saint-Germain, Paris 7

9.00 – 9.30am: Welcome coffee/tea

9.30 am – 12.30pm: EGERA Steering committee: Making our GEPs sustainable

12.30 – 2.00 pm: Lunch