



## **GenderTIME International Conference**

**« Transferring, Implementing, Monitoring Equality in Research Careers »**

Centre of conferences « Les Cordeliers », Amphitheater Bliski-Pasquier  
21, rue de l'École de Médecine, 75006 Paris  
September 29th – 30th 2016



## Welcome address

Dear colleagues,

It is our pleasure to warmly welcome you in Paris in the name of the scientific and of the organizing committees and all the GenderTime partner institutions.

The aim of the GenderTime project is to identify and implement the best systemic approach to increase the participation and career advancement of women researchers.

The goal of the Conference is not only promotion of the results of this and similar projects to the wide audience, but also gathering together numerous prominent scientists in the field as well as potential target beneficiaries of the projects' results.

Topics of interest include, but are not limited to:

- Designing Gender Equality Plans
- Describing, measuring, evaluating Gender Equality Plans
- Knowledge transfer and networks around Gender Equality Plans
- Missing data, missing theories, missing explanations, missing connections about Gender Equality Plans

We wish you a very pleasant and fruitful conference.

The organisation committee



## Committees

### Scientific committee

Marina Hughson Blagojevic, Institute for Criminological and Sociological Research, Belgrade, Serbia  
Angela Genova, Department Economy, Society and Politic, Carlo Bo, Urbino University, Italy  
Anne-Sophie Godfroy, Université de Paris Est Créteil, France  
Colette Guillopé, Université de Paris Est Créteil, France  
Claudine Hermann, EPWS and Femmes & Sciences, France  
Liisa Husu, Örebro University, Finland  
Nicky Lefeuvre, Université de Lausanne, Institut des sciences sociales, Switzerland  
Anke Lipinsky, GESIS, Germany  
Anna Rita Manca, European Institute for Gender Equality, Vilnius, Lithuania  
Danièle Meulders, Université Libre de Bruxelles, Département d'Economie Appliquée, Belgium  
Ana Puy, Unidad de Mujeres y Ciencia Gabinete de la Secretaría de Estado de Investigación, Desarrollo e Innovación del Ministerio de Economía y Competitividad, Spain  
Brigitte Ratzer, Department of gender competence, TU Vienna, Austria  
Sarah de Rijcke, Centre for Science and Technology Studies, University of Leiden, The Netherlands  
Felizitas Sagebiel, Wuppertal University, Germany  
Dalia Satkovskiene, BASNET Forumas and Physics Department, Vilnius University, Lithuania  
Marieke van den Brink, Radboud University, Business Administration, Strategic HRM, Nijmegen, The Netherlands

### Stakeholders Committee

Rita Biancheri, University of Pisa, Italy  
Giovanna Declich, ASDO, Italy  
Eileen Drew, Trinity College Dublin, Ireland  
Luc Hittinger, Université Paris Est Créteil, France  
Cristina Mangia, ISAC-CNR / Donne e Scienza, Italy  
Anne Pepin, CNRS, France  
Hélène Périvier, Sciences Po, France  
Barbara Poggio, University of Trento, Italy  
Jean Soubrier, Université Lyon 2, France  
Vivianne Willis-Mazzichi, Head of Sector Gender, European Commission, Belgium  
Flavia Zucco, Donne e Scienza, Italy

### Organisation committee

Bodo Clavreul, Université Paris Est Créteil, France  
Anne-Sophie Godfroy, Université Paris Est Créteil, France  
Colette Guillopé, Université Paris Est Créteil, France  
Valentina Janev, Mihailo Pupin Institute, Serbia  
Yvonne Pourrat, ECEPIE, France



## Practical information

The address of the venue is 21 rue de l'Ecole de Médecine, 75006 Paris.

The entrance and the registration desk are located 21 rue de l'Ecole de Médecine on Thursday and Friday. Be careful, as there is another entrance on 15 rue de l'Ecole de Médecine.

Because of security checks after the terrorist attacks, we recommend to have an id with you.

We offer lunch bags and coffee breaks on the venue.

We offer a dinner on Thursday evening at 19:30. The dinner is organized at the "Club des Professeurs" of the Mabillon university restaurant. The address of the restaurant is 12 rue Clément and the restaurant is located on the 4th floor with a lift if you need. There is a 5 minutes' walk to go to the restaurant from the conference venue. Métro stations are Mabillon (very close) or Odéon (5 minutes' walk). Bus station is Place Saint-Sulpice.

## Transportation to the venue

The venue is very close to the Odeon metro station (metro lines 4 and 10). It is also close to the RER station "Saint-Michel-Notre-Dame (RER lines B and C, use exits close to the venue as trains are very long and some exits may be far away). There are also at least a dozen of bus stops in the immediate surroundings. Check [ratp.fr](http://ratp.fr) or [Citymapper.fr](http://Citymapper.fr) to calculate your itinerary.

From Charles de Gaulle airport, we recommend direct RER train line B. Stop at Saint-Michel-Notre-Dame. Use exits 1 or 2 on "Boulevard Saint-Michel" or "Boulevard Saint-Germain" close to the head of the train.

From Orly airport, Orly bus to Denfert-Rochereau and then métro line 4 to Odeon are the best choice, use exit 1 "rue de l'Ecole de Médecine". You can also use OrlyVal and RER line B till Saint-Michel-Notre-Dame. In that case, sit at the end of the train to be close to exits 1 or 2.

Taxis are another option. There is now a flat rate from and to airports, 55€ from and to Roissy and 30€ from and to Orly to the left bank where the venue is located. Beware of traffic jams if you travel during business hours, especially for Roissy Airport which is far to the north.

From Gare de l'Est, Gare du Nord and Gare Montparnasse, use métro Line 4 to Odeon. Use exit 1 rue de l'Ecole de Médecine.

Among the many buses in the area, bus 63 is very useful to and from Gare de Lyon.

## Instructions to speakers and chairs

### To speakers

Computer and video projector are one site. Please carry your presentation on a USB key. Formats can be either PowerPoint or PDF. You can bring both on your key to avoid any bad surprise. Please upload your presentation and check everything during the break before the beginning of the session.

As we have four papers in each session of 120 minutes, each speaker has 30 minutes in total, 15 to 20 minutes maximum for the presentation and the rest of the time for the discussion.

Each keynote speaker has 45 minutes in total, 30 minutes maximum for the presentation and the rest of the time for the discussion.

### To chairs and discussants

Please contact the other persons in your session a few days before the session to ensure a smooth coordination. All abstracts are already available on the website. The book of abstract will be also available on the website in PDF. We recommend you to introduce briefly each speaker. You can organise the discussion as you prefer, after each paper or after all papers.



## Programme

### Thursday September 29

9:30 – 10:00

#### **Opening session**

*Chair: Anne-Sophie Godfroy, GenderTime partner, University Paris Est Créteil.*

Yvonne Pourrat, GenderTime coordinator, ECEPIE, France.

Vivianne Willis-Mazzichi, Head of the Gender Sector, DG-RI, European Commission.

Lolita Rubens, Gender Equality Officer of University Paris Est Créteil.

10 :00 – 10 :45

#### **Keynote Speaker 1: Nicky Le Feuvre, University of Lausanne, Switzerland**

The Complex Temporalities of Academic Work: A Neglected Aspect of Gender Equality Action Plans?

*Discussant: Angela Genova, University of Urbino, Italy.*

10:45-11:00: Coffee break

11 :00 – 13 :00

#### **Session I: Designing Gender Equality Plans**

*Chair: Ana Puy, Ministry of Economy and Competitiveness, Spain*

Using Communities of Practice to Support the Implementation of Gender Equality Plans: Lessons from a Cross-National Action Research Project

*Sarah Barnard, Andrew Dainty, Tarek Hassan, Loughborough University, UK; Lucia Polo, Ezeikiela Arrizabalaga, TECNALIA, Spain.*

Cultural and Institutional Resistance against Gender Equality: the Case of Middle East Technical University in Turkey

*Ayse Idil Aybars, Feride Acar, Fatma Umut Bespinar, METU, Turkey.*

GENERA: Gender Equality Plans for Research Institutions in the Field of Physics

*Thomas Berghoefler, DESY, Germany.*

Developing Gender Equality in R&D Organizations: A Case Study from Serbia

*Valentina Janev, Sanja Vranes, Mihajlo Pupin Institute, Serbia.*

13 :00 - 14 :30

*Lunch time*

14 :30 – 15 :15

**Keynote Speaker 2: Marieke Van den Brink, Radboud University Nijmegen, The Netherlands.**

Scientific Excellence, Diversity and Precarious Careers.

*Discussant: Felizitas Sagebiel, University of Wuppertal, Germany.*

15 :15 - 15 :30      *Coffee break*

15 :30 – 17 :30

**Session II: Describing, Measuring, Evaluating Gender Equality Plans**

*Chair: Anke Lipinsky, GESIS, Germany.*

Trying to Do the Impossible: Monitoring Gender Equality Action Plans in Seven European Institutions

*Jennifer Dahmen, University of Wuppertal, Germany; Helen Peterson, University of Gothenburg, Sweden.*

Hidden Discrimination: What you Do not See in a Gender Equality Plan or Report

*Anja Vervoorts, Christine Kreissl, Selma Guendogdu, Heinrich-Heine University, Germany.*

About a Gender Equality Index for Academic Institutions

*Silvana Badaloni, Annamaria Manganelli, Giovanna Boccuzzo, Lorenza Perini, University of Padua, Italy.*

The Effect of Meritocracy in Women's Careers. The Experience of Mexican Scientists in the Context of Academic Evaluation

*Velia Mónica López Rivas, IPN, Mexico.*

19:30      *Gala dinner*

“Club des Professeurs”, Mabilion University restaurant

12, rue Clément 75006

4th floor

Friday September 30 :

9 :00 – 9: 45

**Keynote Speaker 3: Liisa Husu, Örebro University, Sweden and Hanken School of Economics, Finland.**

Inspiration, Innovation, Imitation: International Networking and Knowledge Transfer for Gender Equality in Academia

*Discussant: Brigitte Ratzler, TU Vienna, Austria.*

9 : 45 - 10 :00      *Coffee break*

10 :00 – 12 :00

**Session III: Knowledge Transfer and Networks Around Gender Equality Plans**

*Chair: Claudine Hermann, EPWS.*

Knowledge Transfer Agents as Catalysts for Changing Gender Policies and Practices in Research

*Anita Thaler, Sandra Karner, Magdalena Wicher, IFZ, Austria.*

Joining the Dots - The Standing Conference for Equality and Diversity Officers within Higher Education and Research Institutions in France

*Isabelle Kraus, Université of Strasbourg; Clare Ramsbottom, Université of Le Havre, France.*

Gender Equality Politics and Men's Networks in SET and Higher Education

*Felizitas Sagebiel, University of Wuppertal, Germany.*

Strategies to "Fix the Institutions": The Italian Community of the Sister Projects as an Effective Space for Dialogue and Share of Perspectives on Gender Equality

*Lorenza Perini, University of Padua, Italy.*

12 :00 – 13h00

**Poster and Networking Session**

12 :00 – 13h30      *Lunch time*

13 :30 – 14 :15

**Keynote Speaker 4: Sarah de Rijcke, Leiden University, The Netherlands.**

"Staying with the Trouble". Gendered Research Assessment and Responsible Uses of Metrics.

*Discussant: Anna Rita Manca, JRC, European Commission.*

14 :15 - 14:30 *Coffee break*

14:30 – 16 :30

**Session IV: Missing Data, Missing Theories, Missing Explanations, Missing Connections about Designing Gender Equality Plans.**

*Chair: Eileen Drew, Trinity College Dublin, Ireland.*

Gender Equality in Higher Education and Research: Challenging Measurements and Evaluations

*Anne-Sophie Godfroy, UPEC, France.*

The Effects of "Work Overload" on the Subjective Health and Wellbeing of Young Academics in the Swiss Context

*Nicky Le Feuvre, Maria del Rio Carral, Pierre Bataille, University of Lausanne, Switzerland.*

Equal but Different: Examining the Cultural and Institutional Barriers to Women's Progression to Leadership Positions

*Marcela Linkova, Hana Viznerova, ISAS, Czech Republic.*

Influence of Visual Technologies and Mass Media on Formation of Gender Identity

*Natalia Knekht, Russia.*

16 :30 – 16 :45

**Closing session: Conclusions by H  l  ne P  ravier, OFCE, Sciences Po, France.**

## Book of abstracts

Keynote speaker 1: Nicky Le Feuvre, University of Lausanne, Switzerland

### **The complex temporalities of academic work: A neglected aspect of gender equality action plans ?**

This paper will focus on the temporal dimensions of academic labour, based on the premise that these are likely to play an important role in the promotion of gender equality in higher education and research institutions across Europe. Although so-called “work-life balance” issues figure under some guise in most studies of barriers to women’s access to the most prestigious academic positions, we know relatively little about the specific temporal and spatial characteristics of academic work in different national contexts and therefore about their potential influence on the gendering of academic careers. The configuration of academic working time is interesting to consider from a number of angles, notably because it tends to be highly extensive (reflecting the “long hours culture” of HE institutions) and to be relatively flexible, potentially filling the interstices of other social activities. We will develop an analysis of these characteristics in comparative perspective.

## Session I: Designing Gender Equality Plans (GEPs)

### **Using communities of practice to support the implementation of gender equality plans: lessons from a cross-national action research project**

*Sarah Barnard, Tarek Hassan, Andrew Dainty, Loughborough University  
Lucia Polo, Ezekiela Arrizabalaga, Tecnia*

Today, in many European countries, research and higher education institutions have made steps to implement gender mainstreaming: integrating the gender issue in management processes, in staff and leadership development programmes and assessment procedures. There are signs of concerted efforts to tackle persistent gender inequality, with varied levels of success. This paper will outline findings of a cross-national action research project that focuses on the implementation of gender equality plans (GEPs) in research and higher education institutions in order to examine how the interactions between researchers, gender equality practitioners and senior managers are socially-situated. A key theoretic lens is communities of practice (CoP), which underpins the analysis of the process of how people can work together to promote gender equality. The paper outlines the various methods used to promote CoP - the generation of knowledge, opportunities for establishing and maintaining relationships, and sharing experiences and expertise – illustrated with concrete examples. We found that through CoP we have identified gaps and common issues that form the basis for collaborative learning to develop better understandings of good practice in supporting GEP design and implementation.

### **Cultural and Institutional Resistance against Gender Equality: The Case of Middle East Technical University in Turkey**

*Ayşe İdil Aybars 1, Feride Acar 2, Fatma Umut Bespinar 1, Middle East Technical University (METU)*

*1 : Department of Sociology 06531, Ankara-Turkey*

*2 : Department of Political Sciences and Public Administration 06531, Ankara-Turkey*

Most studies argue that woman academics in Turkey are in a favourable position in quantitative terms. The relatively large numbers of women in academia leads to the perception that women academics and researchers in Turkey are in a better position, even when compared to their Western counterparts. Indeed, while Turkey has one of the lowest female labour force participation rates amongst countries with similar levels of economic development, and the lowest among EU and OECD countries, with 33% according to 2014 data, the rate of women in academia is 43%. On the other hand, this relatively high rate conceals important inequalities that women face in academia, including the heavy concentration of women in lower ladders of academic hierarchy, the gender-stereotypical distribution of women academics in the disciplines that are traditionally associated with women, and the specific disadvantages women face in recruitment, promotion and research processes.

This paper examines the obstacles encountered in the development and implementation process of Gender Equality Plans in academic institutions through the case of Middle East Technical University in Turkey. As an important component of the EGERA Project, aiming to promote gender equality in research and the academia, a Gender Equality Action Plan (GEAP) is aimed to be developed and implemented across its eight partner institutions. The

present study is conducted as part of the EGERA Project and covers the research conducted at the Middle East Technical University of Turkey. It aims to reveal the main obstacles, resistances and problems in the process of the development and implementation of the GEAP due to cultural and institutional reasons, through qualitative methods aiming to reflect women academics' own experiences and perceptions. The study identifies three such obstacles / resistance points. First, the perception of gender equality as not having an 'added value' in itself as it is seen to have been already established within the institution. Second, the construct of a specific 'METU culture', which rests on the understanding and expectation that METU would be very effective in dealing with gender inequalities, as all its operations are built upon the principle of 'meritocracy.' The third obstacle concerns the lack of gender-sensitive data, which leads to a lack of awareness, and sometimes denial, of gender inequalities and gender-based discrimination. The significance of this study lies in its emphasis on the process of the development and transformation of the institutional culture through a period of three years (since the inception of the EGERA Project), and therefore, its aim to point out, not only to weaknesses and major obstacles, but also to potential for change regarding gender equality and gender balance if these issues are approached through sustainable, institutional policies.

**GENERA: Gender Equality Plans for research institutions in the field of physics**

*Thomas Berghoefer, Deutsches Elektronen-Synchrotron [Hamburg] (DESY) Notkestraße 85 D-22607 Hamburg - Germany*

Gender Equality Plans(GEPs) are used as a key implementation mechanisms of the EU gender mainstreaming policy and their adoption has been promote as part of FP7 and Horizon 2020. Many projects have made important advancements in the area. Among such past and current projects, GENERA is unique because it is specifically focused on supporting physics related reseach institutions and funding organisations in development of GEPs and, therefore, the project will make an importnt contribution to the evolving knowledge of how to develop and implement effective GEPs.

The project started in September 2015 with an assessment of the current situation in the various participating institutions using statistical means as well as collecting information on how the institutes deal with gender equality issues. This efforts are informed by a best practice study on successful gender equality measures and conditions for improving research cultural environment in the field of physics, which is notorious for underrepresentation of female researchers.

A novel dimension of the support actions developed by GENERA are Gender-in-Physics days, which shall be organised by the participating institutions. This aim of this series of events is to raise awareness and enable discussion to: (1) build a collaborative network on gender issues among reseach institutions and funding organisations, (2) propose innovative ideas for gender equality measures, (3) highlight gaps between gender equality policies and the status quo, (4) communicate successful and unsuccessful approaches, (5) focus on barriers and challenges to gender equality, and (6) focus on GEP application and implementation in (physics) reseach institutions and funding organisations.

Our aim for presenting at the GENDERTIME CONFERENCE is to report on the first results of the work undertaken during the first year, reflect on the lessons learnt and obtain feedback from other participants to inform next phase GENERA project such as the customization of Gender Equality Plans for the participating institutions and their implementation.

## **Implementing Gender Equality in R&D Organizations: A Case Study from Serbia**

*Valentina Janev, Sanja Vraneš, Mihajlo Pupin Institute, Serbia*

The GenderTime project analyses gender aspects and monitors implementation of the gender-related actions in seven European institutions that are intentionally very different in terms of size, discipline, history, etc. The methodology is based on a set of qualitative analysis (focus group discussions, conducting survey research), as well as quantitative approaches: cross-comparison of survey results, collecting data and quantitative analysis of participation of women in research and engineering activities, etc.

This paper discusses the results of the GenderTime project in the Mihajlo Pupin Institute (PUPIN), a leading Serbian R&D institution in information and communication technologies that provides a wide range of products and services applicable in different industry sectors. The PUPIN's Action Plan involve a wide spectrum of activities from recruitment, support of research career opportunities and work-life balance measures, via retention and promotion policies, to updated management and research standards, supporting policies for dual careers-couple, etc.

In PUPIN, equal opportunities are guaranteed with national and internal acts. One of the objectives of the PUPIN management and the PUPIN Scientific Council is to contribute to the Careers advice activities. The female share among all employees ranges from 36 % (2013) to 39 % (2015), while 65% of employees are with engineering background). On department level, the gender balance has improved for 1% in scientific part of the Institute (from 0.374 to 0.386). The support mechanisms for the young researchers, careers development and networking are very dependent on the financial possibilities of the individual PUPIN organizational units and the Institute as a whole. Analyses have shown that female career breaks (due to specialization or parental leave) influence negatively the AP structural change activities. Activities such as Dissemination of good practices / success stories can motivate young researchers to advance in the career and thus indirectly influence structural changes in the PUPIN Institute.

In the last three years, the GenderTime activities extended the standard practice and improved the monitoring approaches in the PUPIN Human Resources Department.



Keynote Speaker 2: Marieke Van den Brink, Radboud University Nijmegen, The Netherlands

**Scientific excellence, diversity and precarious careers**

In the presentation, Marieke van den Brink will discuss what is constructed as academic excellence at the micro-level, how evaluators operationalize this construct in the criteria they apply in academic evaluation, and how gender inequalities are imbued in the construction and evaluation of excellence. She will challenge the view that the academic world is governed by the normative principle of meritocracy in its allocation of rewards and resources. Based on an empirical study of professorial appointments in the Netherlands and a European research on gender and precarious workers ([www.garciaproject.eu](http://www.garciaproject.eu)), Marieke will show that academic excellence is an evasive social construct that is inherently gendered.

## Session II: Describing, Measuring, Evaluating GEPs

### **Trying to do the Impossible: Monitoring Gender Equality Action Plans in Seven European Institutions**

Jennifer Dahmen **1**, Helen Peterson **2**,

**1** : Bergische Universität Wuppertal (UW)

Universität Wuppertal Gaußstraße 20 42119 Wuppertal - Germany

**2** : Gothenburg University (GU)

University of Gothenburg Box 100 SE-405 30 Gothenburg - Sweden

The title of this paper refers to the challenging task of developing tailor made monitoring tools for a very diverse set of over 100 actions in seven different gender equality action plans (GEAPs), implemented at seven research institutions in seven European countries. GEAPs are inherently complex, constructed to solve complicated, multi-dimensional and contextually dependent problems concerning gender inequality. This paper elaborates on the monitoring strategy developed in order to manage the seemingly impossible monitoring task. It also introduces some of the monitoring tools used in the GenderTime project and describes how they were developed. The overall aim of the paper is to share and disseminate the experiences gained and goals achieved regarding monitoring during the four years of the project.

### **Hidden Discrimination: What you do not see in a Gender Equality Plan or Report**

Anja Vervoorts, Christine Kreissl, Selma Guendogdu

Equality Opportunity (GSB) - Heinrich-Heine-Universität Düsseldorf Universitätsstr. 1 40225 Düsseldorf - Germany

**Summary:** Increasingly precarious working conditions are a common phenomenon among scientists at universities in Germany. Gender Equality Plans GEP usually describe the state of the art due to the (under-)representation of women at different stages of their scientific career within the different status groups.

We performed a quantitative study on the working conditions for Scientists at the Medical Faculty Duesseldorf. We analysed the employment contracts over a period of four years and collected data regarding, contract duration (VLZ), weekly working hours (WAZ), age and sex. Less than 20% of PhDs are working in a permanent full-time contract, while 77% work in fixed-term contracts. During this PostDoc phase the specialist training for Physicians for a medical career and "Habilitation" for an academic career take place. These are the key hurdles on the path to leadership positions for women in the field of medicine.

**Methods:** We analysed 2774 contracts from the years 2012-2015. We divided the contracts into two groups based on the variable contract period [A: contract period < 70; B: contract duration >70 months].

For group A a MANOVA was conducted with the test statistic Wilks' lambda and the factors gender, type of contract (initial contract or extension). Dependent variables were contract duration and weekly working time.

For group B a MANOVA was conducted with the test statistic Wilks' lambda and the factors gender, type of contract (initial contract or extension). Dependent variables were age and weekly working time.

We performed a gender analysis for all scientific staff of the Medical Faculty examining tariff

classification and weekly working hours. Furthermore we performed an age structure analysis of all permanent employees.

**Results:**

**MANOVA for fixed-term contracts** Gender has no effect on contract duration but on weekly working hours in fixed-term contracts. The main effect of contract type affects in contrast to previous findings the variable weekly working hours ( $F(1/2645)=25.207$ ,  $p<.001$ ,  $\eta^2=.009$ ), and no longer the variable contract period ( $F(1/2645)=1.627$ ,  $p=.202$ ,  $\eta^2=.001$ ). Men have longer weekly working hours ( $M=.838$ ,  $SD=.008$ ) than women ( $M=.787$ ,  $SD=.007$ ). An Interaction between both variables has been observed.

**MANOVA for indefinite contracts**

Only a main effect of the factor sex was found ( $F(2/119)=8.132$ ;  $p<.001$ ,  $\eta^2=.012$ ). The main effect of gender affects only the variable weekly working hours ( $F(1/120)=6.424$ ,  $p=.013$ ,  $\eta^2=.051$ ). In general, men have a longer weekly working hours ( $M=.973$ ,  $SD=.021$ ) than women ( $M=.888$ ,  $SD=.026$ ) and are older ( $M=42.565$ ,  $SD=.651$ ) than their female colleagues ( $M=39.708$ ,  $SD=.789$ ).

**Gender Analysis** as well the age structure analysis shows the age and gender distribution of an aging workforce with a gender imbalance.

**Discussion:** These statistical tests show that the given conditions of career of women in universities in Germany need to be improved drastically in order to give the women a fighting chance to be truly emancipated in areas of career. Our tests show, that, GEP not completely describe all hurdles and hidden inequality for women. In order to achieve lasting results, a structured process and gender-sensitive procedures in recruiting permanent employees must be realized.

**About a Gender Equality Index for Academic Institutions**

*Silvana Badaloni, Annamaria Manganelli, Lorenza Perini*

*Department of Information Engineering, University of Padova - Italy (UNIPD)*

*n. 408 via Gradenigo 6/A, Padova, 35131 Padova, Italy - Italy*

Objective of the research

In the research presented in this paper we address the problem of measuring Gender Equality in Academia. To this aim, the efforts of our research group at the University of Padua have been devoted to outline a specific composite indicator (UNIPD-GEI) tailored to deal with the environment of Universities and Research Institutions.

State of the art

Two are the main reasons why, after a careful reconnaissance, we have decided to work on a new tool specific for academia.

First: none of the instruments now available is specifically tailored to address Gender Equality in the Academic environment. Most of them have been developed in the frame of comparing Nations, gathering macro data at population level. If we want to address single institutions, we have to deal not with populations but with people, so our efforts should be directed to find micro-data.

Second: even if we can use existing tools specifically tailored for the academic environment, the problem is that the data required (micro data) are very difficult to obtain, due to the fragmented organization of the administration and statistical offices of the institutions or because these data are simply missing in the academic statistical monitoring system.

Methodology

Our idea is to start from a well-founded conceptual approach relying on a solid statistical methodology, like the one developed by EIGE -the European Institute for Gender Equality- for the Gender Equality Index (GEI). Nevertheless, this approach, certainly suitable for population and realities that can be described at macro-data level, it will unlikely fit the local environment of a University, better representable through specific sets of micro data. A good solution has come for us from inside the "EU FP7 sister projects" community: in GenisLab project some important indicators have been developed in the framework of a "gender budgeting" approach to fight stereotypes hidden in the academic environment. The combination of the two approaches has led us to implement a tool specifically tailored for academia, but, at the same time in relationship with the wider context addressed by the EU appears of great originality as well as of big potential.

Results of the research

In this paper we will present the analysis of part the huge amount of data we have collected at UNIPD with the purpose of calculating the gender equality index of our institution. Data collection has been made within the seven domain of work, money, knowledge, space, health, power and time through a specific survey addressing academic permanent and non-permanent staff (more than 3000 people) of all the research areas and departments. The survey run from sept. 2015 to October 2015 and the feedback was of more than 30%.

### **The Effect of Meritocracy on Women's Careers. The Experience of Mexican Scientists in the Context of Academic Evaluation**

*Velia Mónica López Rivas*

*Departamento de Investigaciones Educativas, Centro de Investigación y Estudios Avanzados del I.P.N, (DIE-Cinvestav)*

In the 1980's the Mexican Council of Science and Technology (Conacyt) faced an important budgetary turnpoint, caused mainly by three factors: a) a general economic crisis throughout the country, b) the increasing amount of highly specialized human resources in Higher Education, and c) the persistent cut backs on professors' and researchers' salaries. These three occurrences led Conacyt to the creation of a National Researchers System (SNI) in 1984; an evaluation system which would end up working both, as a method for reducing budget, and a means to reward –with money and prestige- what they considered the best scientists in Mexico.

SNI's regulations are organized on the principle of classification (in 4 categories), mostly on the basis of material academic production, ie., published articles, books, participation in international research groups and the training of human resources and it is assessed by a group of peers. These traits have resulted in SNI's being highly regarded as a reliable instrument to estimate the quality of a researcher's academic work.

To these days not only, do researchers –in and out of the system- have adopted these categories as a distinguishing mark, but also universities and research institutions have increasingly used them as a legitimate trait to hire researchers or to give them –or not- economical compensations.

In this paper I will argue that SNI, and other institutional evaluation systems have changed the way academic work is conducted, making it more intricate and intense. Furthermore, these changes have been experienced somewhat differently among women and men.

My focus on female scientists came initially from the statistics of women at SNI. In 2013 only

about 30% of the scientists in SNI were women, and this low percentage, becomes lower when it comes to the highest levels. Though, I will also show that policy makers and managers do not see the lack of gender equality in this system as a real problem and therefore, they choose not to fully address it or even offer data that could help us better understand this issue.

While the positive and negative effects of SNI have been otherwise well documented, the aim of this paper is to analyze how female scientists experience, in their everyday life - personally and in their work place- the intensification of the academic profession. Moreover, I will work with the idea that these types of evaluation systems function not as a fair meritocratic mechanism that fairly distributes capital –in the sense of Bourdieu- among the more capable, but that it works as a mechanism that in fact, widens the gap between men and women in the scientific field in Mexico. To that effect, I conducted 16 interviews to researchers –both, male and females- of the Social Sciences Institute (Instituto de Ciencias Sociales, IIS) at the National Autonomous University (UNAM) in Mexico city. In these interviews I explored how is it that scientists experience and resist the hierarchical organization of the academic field, perpetuated by the meritocratic system and in detriment of the women in the scientific field

Keynote Speaker 3: Liisa Husu, Professor, Örebro University, Sweden

**Inspiration, Innovation, Imitation: International Networking and Knowledge Transfer for Gender Equality in Academia**

This presentation discusses the networking landscape in Europe around gender equality in academia and research. It highlights established networks, as well as some new initiatives, and their impacts and potential. Gender equality planning in academia is a long-embedded practice in some parts of Europe, such as the Nordic region and German-speaking Europe, whereas in some countries and regions it has only been recently introduced as a novel approach, being strongly recommended and financially supported by the European Commission. A characteristic of the regions with a history of elaborated gender equality planning and other gender equality interventions is their pro-active participation in international and regional networking around the topic area. These networks can function as a source of *inspiration* for action, effectively spreading *innovative* ideas, knowledge, approaches and methods, and sharing information on successful efforts in other countries or institutions that may be tempting to *imitate*. Furthermore, networking enables mutual learning and exchange of experiences on complexities of implementation of gender equality initiatives.

## Session III: Knowledge Transfer and Networks Around Gender Equality Plans

### **Knowledge transfer agents as catalysts for changing gender policies and practices in research**

Anita Thaler, Sandra Karner, Magdalena Wicher

Inter-University Research Centre for Technology, Work and Culture (IFZ), Graz, Austria

This presentation analyses how knowledge transfer can lead to changes of (institutionalised) practices, socio-political norms and formal policies.

Based on the theories of knowledge-to-action gap[1] (and research-to practice[2]), the issue of disconnected domains of research, policy and practice are discussed, as these can be seen as one major obstacle in implementing knowledge from research. Studies[3] have shown that these gaps can be closed through dynamic, iterative processes of knowledge exchange in research approaches which are overcoming knowledge hierarchies and entangle research-based and practice-based knowledge by including relevant actors in the research process.

As empirical case, this paper presents the knowledge transfer approach of the EC-FP7-project GenderTime, with its framework for changing gender practices and policies, mostly by using so called Transfer Agents (TAs) in gender equality implementation activities in research organisations. One of the main research questions is: Under which specific conditions can TAs help changing gender practices and policies?

A first analysis of data suggests that authority and so called 'GenderTime knowledge' could be key indicator for TAs impact on gender changes. Authority refers to institutional and external influence, such as for instance a transfer agent, who is member of the institutions' management body and also has good connections to relevant policy networks. 'GenderTime knowledge' entails knowledge about gender equality issues in research and the commitment to share this knowledge and related ideas.

Finally, the paper presents recommendations for knowledge exchange activities drawn from previous EC projects as well as GenderTime.

[1] Strauss et al. 2009

[2] Roxborough et al. 2007

[3] Karner 2014

### **Joining the dots - The Standing Conference for Equality and Diversity Officers within Higher Education and Research Institutions in France.**

Isabelle Kraus 1, 2, Clare Ramsbottom 1, 3,

**1** : Conférence Permanente des chargé.e.s de mission Egalité, Diversité (CPED)

**2** : Institut de Physique et Chimie des Matériaux de Strasbourg - Université de Strasbourg : CNRS7504, 23 rue de Loess BP 43 67034 Strasbourg Cedex 2 - France

**3** : Université du Havre - 25 rue Philippe Lebon - BP 1123 - 76063 Le Havre Cedex France - France

Despite France's worldwide reputation as a champion of human rights, inequalities between men and women in French society remain deeply entrenched, and Higher Education and Research Institutions are no exception to this rule. The glass ceiling is firmly in place with only 13 female presidents (11%) and a low percentage of female professors (23%).

The CPED (Conférence Permanente des chargé.e.s de mission Egalité, Diversité) was created in 2011 on the initiative of a group of University Equality Officers who met in Strasbourg, France. Its membership was boosted by the Higher Education and Research Law of July 2013 which introduced a legal obligation for Universities and other Research Institutions to establish an internal mission in charge of equality. The standing committee now has 72 members from Academic Institutions all over the country.

The members of the Conference come from a wide range of backgrounds – some are researchers in the field, while others are non-specialists. Few have the support on an Equality Office or work full-time on this mandate.

Therefore the CPED has an essential role to play in creating links between members, providing information, training, help, counselling – joining the dots between isolated officers spread across France to ensure a coherence at a national level.

This paper will present the work of the conference, addressing in particular the following questions:

- How can individual local initiatives translate to real progress in gender equality on a national level?
- Conversely, how can we ensure that central government policies on gender equality are implemented nationwide?
- How can Best Practices in working towards gender equality in Academia be recorded and passed on efficiently in a context of rapid turnover of Equality Officers and non-specialists?

In the paper the following actions will be presented:

- Creating and maintaining a dynamic network with a mix of face-to-face meetings, online discussion forums, and shared resources including an internal up to date contact directory of Equality Officers (2011-today).
- Collaboration with other French feminist associations including ANEF and CLASCHEs to produce a booklet of National Guidelines on Sexual Harassment specifically in Universities and Research Institutions (2015).
- Advisory role to the French Conference of University Presidents, the French National Assembly and the Senate to produce guidelines for achieving workplace equality (2013 – 2014).
- Collaboration with Ministry in charge of Higher Education and Research to launch Annual National Gender Equality Conferences.
- Specific internal task forces on sexual harassment, parity, indicators, parental leave, recruitment committees, sexism in language, gender-based teaching.

Regular collaboration and interaction with local and regional networks of Equality Officers, for example the Greater Paris Network for Gender Equality in Scientific Research and Higher Education, means that the CPED really does join up the dots at every level ensuring maximum geographical coverage for progress toward gender equality in Higher Education in France.



## **Gender equality politics and men's networks in SET and higher education**

*Felizitas Sagebiel*

*University of Wuppertal (BUW)*

Purpose of the paper is to analyse how men's networking can destroy gender equality politics in higher education. Especially focus is on barriers for women through men's networks in science and engineering. Basis is an empirical project about women on top in SET (science, engineering and technology). The University of Wuppertal and the Wuppertal Institute for Climate, Environment and Energy cooperated on focussing potentials of innovation, which women in leadership positions can realise and which barriers they experience. The project has been part of the German research program: „women to the top“, funded by the German Ministry for Education and Research together with European Social Funds.

Based on several European projects on gender in engineering organisational cultures (Sagebiel 2005; 2007; 2010) and the fact that women at top make only a small percentage in SET the project asked if leading women in science, technology and environmental organisations will have an impact on innovation of organisational structures and cultures.

To answer the question a qualitative design has been chosen with interviews (women and men in leadership positions, human resources and equal opportunity), focus discussion groups (with women and men separately) and website analysis. Four types of organisations were investigated, universities, governmental research institutes, companies and political organisations (Sagebiel 2013).

Findings show that most important barriers for women are informal men's networks. Women in leadership positions realize their discrimination, but to show gender awareness openly is ambivalent in men's domain SET. Also they cannot overcome those barriers by integration in informal men's networks as long as they are in a minority situation. It is worth of discussion how equal opportunity politics could influence those informal cultures.

Results have been valid for all different kinds of organisations investigated. Women on top even nowadays experience barriers of being not integrated in all men's networking at working places. Even though they develop their own networks they miss some of the powerful connections and information being restricted to men's and old boys' networks with their own rituals, mechanisms and membership rules. The paper shows high importance of networking for successful leadership in SET organisations and analyses possibilities of equal opportunity politics to influence informal structures and cultures.

## **Strategies to “fix the institutions”: the Italian community of the sister projects as an effective space for dialogue and share of perspectives on Gender Equality**

*Lorenza Perini*

*Department of Information Engineering, University of Padova - Italy (UNIPD)*

*n. 408 via Gradenigo 6/A, Padova, 35131 Padova, Italy - Italy*

### **Objective of the paper**

The aim of this paper is to analyze the role and the activities of the network of the so called “sister projects”, the most relevant spin off of the 2011-2014 VII FP EU strategy to raise awareness on gender equality and produce structural changes in academic institutions and research centers. It includes projects financed under the 7 FP (Integer, GenisLab, Festa,

Garcia, Genovate, Gendertime Trigger, Stages, Genera and Egera), and one financed under H2020 FP (Plotino). The main and most solid link among the projects has been established through the Italian partners, that started meeting in 2013 to share common perspective on the issue addressed by the EU.

Beyond the peculiarities that make each project unique, they share a common inductive approach, that includes the construction of non-standard and self-tailored tools as well as the implementation of gender actions plans coherent with the characteristics of the context in which the institutions involved are located. This common ground represents the most relevant characteristic that make the Italian partners inside the “sister projects” a real “community”, a space in which it is possible to share perspectives, exchange good practices and experiences in order to set up a really effective methodology and tools to address the problem at local level.

### **Description of the problem addressed**

The 7 FP EU programme on gender equality involves most of the European academic and research institutions – more than 50 partners in nine different projects; the majority of the regions of Europe are represented. Although each project has an independent “life”, a lot of common meetings and “chance” of sharing ideas and impressions have been setting up by the Italian partners since 2013, and a lot of questions have risen from these meetings: about the most suitable tools for an harmonic data retrieval in order to allow comparisons for example; the most suitable procedures to monitor and evaluate gender equality not just “during the project” but as a permanent methodology for the future, making clear to everybody that a gender question do exists in academia as well as it exists in society; about how to build really sustainable action plans and how can they become the basis for a real gender budgeting strategy in academic institutions.

### **Main goal to accomplish**

Through the analysis of the most relevant and effective approaches that the Italian partners of the sister projects' community has been implementing so far, the paper wants to investigate how gender equality could leave the eternal dimension of being “a strategy” lasting for a project-time and become strategic, a key point to address the future's challenges of research and teaching

Keynote Speaker 4: Sarah de Rijcke, Leiden University, The Netherlands

**'Staying with the trouble'. Gendered research assessment and responsible uses of metrics**

In the last couple of decades, quite pervasive and seemingly inescapable pressures of globalization are increasingly affecting science policies and evaluation systems at multiple levels. The keynote will address how these and other public sector transformations (including a stronger emphasis on national economic goals such as innovation and growth) are introducing highly particular gendered notions of 'good' performance and uses of evaluative metrics. Using empirical material and results from recent projects at CWTS, The talk will also reflect on how these trends are affecting knowledge production processes in different fields.

## Session IV: Missing Data, Missing Theories, Missing Explanations, Missing Connections about Gender Equality Plans

### **Gender Equality in Higher Education and Research: Challenging Measurements & Evaluations**

*Anne-Sophie Godfroy*

*Ecole Supérieure du Professorat et de l'Éducation de l'Académie de Créteil (ESPE Créteil)  
Sciences Normes Décision (SND) - Université Paris-Sorbonne - Paris IV, CNRS : FRE3593*

This paper will present the methodologies developed during the GenderTime project in order to collect data, to describe on-going equality plans and to evaluate their impacts.

First the paper will explain what has been measured. Basically, we have three types of data. First, the anonymized data produced for the human resources management offices, assuming they accepted to share it. Unfortunately, the priority of the HRM offices is not to describe teaching and research activities but to establish the payroll. Nonetheless, this is a precious resource, full of useful information, usually very well consolidated and updated. A second category of data is existing data which is difficult or time consuming to use. We can mention for example PhD and habilitation reports, laboratories evaluation reports, minutes of recruiting committees, curriculum vitae, etc. This data is very rich, but usually presented as text documents. Analysing and coding is a first step before using it. This work is impossible to carry out extensively without appropriate resources and common categories and codes. A very important progress would be the setting up of project and publications gendered databases. With all the limits of bibliometric, it would be a tool to understand if men and women researchers are equally productive or not. A third category of data is the missing data. In some cases, it can be collected on a small scale to document a case study. We have very few information on something as crucial as academic activity for example, and how it is split between research, teaching and administrative duties. An unfair distribution of tasks could be the cause of gender inequalities. Quality insurance methodologies propose self-assessment of this missing data, which is interesting for the reflexivity it provides, but may lack objectivity in a field where unconscious stereotypes may be very present. A systematic collection, thanks to common norms, would be much more preferable.

Second, the paper will question what we can be done with this data. A first step is to organise the data and to build categories. Beyond the usual variables used in academic sociology as sex, age, disciplines, positions, type of contract, etc., there are many ways to organize the analysis. We propose here to stick the eight dimensions of the European Index of Gender Equality: work, money, knowledge, time, power, health, intersections inequalities and violence. It facilitates further comparisons and ensures a good integration of academic equality in the overall context.

Third, the paper will question the causal explanations or theories to interpret correctly the data in relation to the gender equality plans implemented. The evaluation methodologies are sometimes inspired by quality insurance management, sometimes by statistics, in both cases, there is a need to understand basic relations between the GEP and their possible outcomes, not always visible in a short period of time. Those frameworks need to be very sensitive to local contexts (disciplines, national or setting) to avoid misinterpretation.

As a conclusion, we will present the main methodological outcomes of GenderTime, also presented as a « toolbox ».

## **The effects of “work overload” on the subjective health & wellbeing of young academics in the Swiss context**

*Nicky Lefeuvre, Maria Del Rio Carral, Pierre Bataille, University of Lausanne*

Universities have historically been considered as “greedy institutions”, demanding high levels of time commitment from their academic staff, often to the detriment of other social and personal activities. Work-life boundaries appear to be particularly permeable here, especially since academic careers are usually based on a “vocational” mode of commitment, whereby almost “total availability” to the institution is compensated by the pleasure of scientific discovery, the relative freedom of academic autonomy and/or the satisfaction of contributing to the collective good. This model of almost unlimited, “voluntary” commitment to the academy has historically been underpinned by a particular gender division of labour: male academic vocations (and careers) were made possible by the (largely invisible) commitment of women to domestic and care work, to the exclusion of their own participation in the scientific endeavour.

This paper is interested in representations and practices of academic working time among a population of early-career researchers (postdocs) in the contemporary setting. With the rarefaction of stable academic positions and/or the extension of the so-called “apprenticeship period” for tenured jobs, competition for stable positions is frequently based on quantitative performance and productivity indicators. In an increasingly globalised and feminised academic labour market, the investment in time expected from early-career academics is associated with high levels of uncertainty as to the temporal horizon of any (potential) “returns on investment”, but also with new requirements to achieve some form of work – life “balance”, for women and men alike.

Results from our mixed-methods study conducted in a Swiss university show a partial gap between the widespread rhetoric of acceleration and densification of academic time, and the ways in which different dimensions of daily life are concretely organised by the postdocs we interviewed. First, the feeling of being “overloaded” by work demands seems to exist relatively independently from objective working hours. Secondly, this gap reveals a process of subjective distancing from the traditional “vocational” mode of academic work. The paper will focus on the implications of this process of time readjustment in the “new university” for the subjective health and wellbeing of early-career academics.

## **Equal but different: Examining the cultural and institutional barriers to women's progression to leadership positions**

*Marcela Linkova, Hana Viznerova*

*Institute of Sociology of the Czech Academy of Sciences (ISAS) - Jilská 1 - Czech Republic*

Gender balance in decision-making in research has been one of the long-standing concerns as well as persistent problems in combating discrimination of women in research. Today, it is one of the three priority areas of the structural (cultural and institutional) change approach to promoting gender equality through gender action plans. Building on our engagement in two structural change projects in the Czech Republic (TRIGGER, EGERA), this paper will look into the issue of women in leadership and decision-making positions. The gender action plans at both institutions include actions dedicated to increasing the proportion of women in leadership positions; at one, in fact, the impetus to join the structural change project came from a concern about the lack of women in leadership positions and management.

Despite the inclusion of gender balance in research leadership and management in both the action plans, the initial debates, the actual design as well as acceptance of actions and measures aimed at improving the imbalance has been highly challenging and controversial. One of the objections to the issue rests in the socio-historical legacy of communist era political quotas which appears to preclude any debate about positive measures; the other objections concern the alleged meritocracy of science where what counts is quality, not sex; personal priorities and choices that women make, often in relation to caring commitments at home; and women's innate capacities and capabilities. Very often, the refusal to engage with gender imbalance in decision making and leadership is located at the individual level of the women researchers and the attendant refusal or failure to consider the institutional and cultural context in which these individual decisions and choices are made.

The issue of women's representation in research leadership and management positions is closely intertwined with notions of excellence. In this paper we will therefore examine perceived barriers to women's excellence required for leadership positions on the symbolic and institutional levels. Clearly, these levels are not separate, but rather co-constitute powerful gendered scripts and create major obstacles along the academic career path. On the symbolic level we will examine how the research profession is envisioned and research excellence defined, and which aspects of perceived women's characteristics and biographies are seen to be in contradiction with commonly held definitions of excellence. Secondly, we will look into the institutional level, how these normative scripts are written into institutional rules and practices. We will close with a consideration of strategies we have developed to combat the highly gendered culture and institutional practices, in order to be able to move forward the actions aimed at improving gender balance in research leadership and management. Clearly, this is work in progress and our suggestions will be tentative; nevertheless, understanding the gendered culture of the institution and the institutional characteristics has proven to be an crucial factor in being able to design communication and argumentative strategies as well as concrete course of action in this area.

### **Influence of Visual Technologies and Mass Media on Formation of Gender Identity**

*Natalia Knekht*

*Russia*

Gender issues in political, economic or historical sciences are easy enough to be included in relevant contexts, reflecting the Russian cultural realities. As for the artistic practices and their interpretation, "the representation politics", studies of the effect of images of photography, film, TV and media (news and entertainment programs, advertising) on the formation of gender identity, these problems are not felt in modern Russia as clear and relevant. Perhaps this is due to the fact that the primordial Russian tradition (especially in literature) did not provide for a woman anything, but a projection of a man, leaving no room for her "self-practice". In addition, it is still alive a powerful myth of a woman, born in the Soviet Union. It is still used the power of woman as a nationalized product and the object of total violence (the society, the workforce, men, children), declaring at the same time the universal love and respect for her rights.

Of course, the difference between man's and woman's perception of the world is not denied. If you use a computer metaphor, man is always in some sort of a single file, and in the transition to another it must first go to the directory. Woman is in all files at once.

Therefore, her worldview is multifaceted and multi-vectored. It is more holistic and organic. Protective and preservative aspirations of woman have a natural basis, but the price is higher than that of man's fault. So far the dominant image of science has been "androcentric". The definition of science itself is provided through the use of masculine attributes: objectivity, rationality, rigor, impersonality, free from any influence of values. The main feature of masculine is a very nature of knowledge production, introduction of knowledge structure concerning the world of dominance and the submission system, reproducing the gender asymmetry which affects the content, meaning and application of knowledge. As for art, it does not request any axioms and theorems, because it cannot exist without personal involvement and existential experience, both man's and woman's one.

The real problem lies deeper than in gender differences, namely in the inadequacy of currently existing theoretical constructs to explain the increasingly complex reality, and by reference to the different registers and levels of man's and woman's experience. In modern urban semiotic-symbolic culture linear semantic-axiological opposition of male and female is not working. The re-description of socio-cultural representation of gender is being required. There is a gradual shift in emphasis from the female factor analysis and detection of the male dominance to the study of how gender is constructed and reproduced in all social processes and how it affects woman and man. Gender construction is being continued nowadays due to various technologies: cinema, art, photography, performance, scenarios of "hyper real" conventions of television and satellite channels. We will try to show what institutional discourses and theories are behind the gender construction. They are able to control the sphere of social meanings and thereby to produce, develop and "implant" gender representations.





## List of participants

Name	First name	Institution	Country
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AYISHA	Mahmoud	Harvard School of Public Health	USA
AYSE IDIL	Aybars	Middle East Technical University	Turkey
BADALONI	Silvana	Univesity of Padua	Italy
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BATAILLE	Pierre	University of Lausanne	Switzerland
BELLIARD	Corinne	Femmes et Sciences	France
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WILLIS-MAZZICHI	Viviane	DG-RI	European Commission
ZAITSEVA-BAUM	Elena	Moscow State University	Russia
ZUCCO	Flavia	GenderLab	Italy



## More tips and tricks

If you have some time to enjoy Paris, here are some of our favourite places around the conference venue. We suggest some itineraries in different directions. Everything is within a walking distance.

On the other side of the rue de l'Ecole de Médecine, there is a **museum for the history of medicine**. The Paris medical school has been a pioneering institution at the beginning of the XIXth century. Check the opening hours as it is not opened all the time.

Take the Rue de l'Ecole de Médecine to the Boulevard Saint-Michel. **Gibert Joseph** is at the corner of rue de l'Ecole de Médecine and Boulevard Saint-Michel, the bookstore has five floors of books in all disciplines. Some books are in English. There are other Gibert stores up in the Boulevard Saint-Michel for new and used CDs, DVDs, and stationery.

If you go up on the boulevard Saint-Michel, you reach rue Monsieur le Prince, where the **PUF** bookstore (Presses Universitaires de France) has reopened with a curious machine, the **ExpressoBookMachine**, to print books on demand. The machine prints free of rights books and books edited by PUF.

On the other side of the boulevard, place de La Sorbonne has cafés, terraces and the best bookstore for philosophy, the **Librairie Vrin**. If you still go up on the boulevard, you arrive at the **Luxembourg garden**.

If you follow the rue de l'Ecole de Médecine, cross the boulevard Saint-Michel and go straight to the rue de Écoles, you find **Librairie Compagnie** on 58 rue des Écoles, the best bookstore for foreign literature translated in French (not very useful for you, we admit) and for a good selection of scientific journals in human and social science in the basement.

Next to the bookstore, the **Finnish institute** hosts a wonderful café where you can relax, have a top cappuccino, a sandwich or even work, as there is a wifi connection.

On the other side of the street the **Balzar** is a good traditional brasserie.

You can admire the **statue of Michel de Montaigne** in the square between the **Musée National du Moyen-Âge**, under renovation, and **La Sorbonne**. The next building on your right, after crossing rue Saint-Jacques, is the **Collège de France**.

If you are very brave, you can walk to the **Librairie L'Harmattan**, 16 rue des Ecoles. L'Harmattan publishes many books in gender studies, colonial studies, etc.

On your way, you will find several stores named **Le Vieux Campeur**, they are specialized in camping, trekking and mountaineering. You can plan your next trek in Peru or the Alps or any place in the world, Le Vieux Campeur provides very good advisory information and sells top equipment. There is a special store for maps and guides.

For a pause in a students' bar, climb on your right in the **rue de la Montagne Sainte-Genevieve** or the **Rue des Carmes**. Narrow streets going to the **Pantheon** have quiet bars and terraces. There are also many **cinemas** playing old movies (cinemas d'art et

d'essai) along the rue des Écoles and the rue Champollion if you want to go out in the evening.

If you go in the direction of Odeon and Boulevard Saint-Germain, you have a good selection of cheap restaurants in the **rue Grégoire de Tours**, as Crêperie Little Breizh, Maison Burgers and Ippudo noodles among others. You arrive in a walking street, rue de Buci. You can stop at **Grom**, 81 rue de Seine for an ice cream. **Sartre and Simone de Beauvoir** lived on the other side of the street at **hotel La Louisiane** 60 rue de Seine from 1943 to 1946, the period is described by Beauvoir in *La Force de l'Âge*.

If you take the **rue de l'Abbaye**, you go to Saint-Germain-des-Prés. At the corner of rue Bonaparte and the boulevard Saint-Germain are **Café des Deux Magots and Café de Flore**, two meeting points for XXth century writers. You can sip a coffee and imagine you are Simone de Beauvoir. **L'Écume des Pages** 174 Boulevard Saint-Germain is a good bookstore open till midnight (10 pm on Sunday). From the boulevard, the large street with a tower at the end is Rue de Rennes. **Simone de Beauvoir** lived on 71 rue de Rennes, she describes her parents' apartment in *Mémoires d'une jeune fille rangée*.

If you follow the rue de Seine towards the river, there are many **art galleries**. Sémilla, Freddy and La Boissonnerie are **good places for eating** (rather chic and expensive), Cosi has very good sandwiches. At the end of the rue de Seine, you can take the Rue des Beaux Arts to the **Ecole des Beaux Arts**, or you can pass along the **Institut de France**, where French academies are located, and take the walking bridge, passerelle des Arts, to the **Louvre**.

You can also walk from Odeon to **Saint-Sulpice**. Take small streets as **rue des Quatre Vents** and **rue Lobineau** along the former **Saint-Germain market**. The market is under reconstruction. On one side you have a food market and restaurants, on the other side you will have international brands. We like Le Petit Vatel and the Pâtisserie Gérard Mulot in the rue Lobineau.

**Our restaurant on Thursday night** is located at the corner of Rue Clément and Rue Mabillon, along the market. There is also a **public swimming pool** under the market if you want to exercise. You can take **rue Guisarde** and **rue des Canettes** to reach **Place Saint-Sulpice**.

From the place Saint-Sulpice, the **rue Ferou** goes to the Luxembourg garden. This is a very romantic narrow street with a **poem by Arthur Rimbaud**, "le bateau ivre", painted on a wall. The small parallel street next to rue Ferou is **rue Servandoni**, where **Olympe de Gouges** lived (n° 18-22). On the corner with rue de Meziere, you can visit the catholic bookstore **La Procure** if you have a special interest in theology, saints, popes etc.

A last suggestion is to explore **secret passages** between the boulevard Saint-Germain and the river. Walk to The Boulevard Saint-Germain and cross the road. At the level of the statue of Danton, but on the other side of the boulevard, there is a passage between the boulevard and the rue Saint-André-des-Arts, the place is called **Cour du Commerce**. Cross the rue Saint-André-des-Arts and take the rue Mazet in front of you on the right.

When you arrive in the **rue Dauphine**, turn right and cross the street. At the level of **rue Christine** turn left, you are now in **the passage Dauphine** where you can find a nice café, l'Heure Gourmande. If you cross the passage, you arrive in the **rue Mazarine**. From here, you can go to the right, towards the river and the bridge to the Louvre, or you can take the rue Mazarine on the left to come back to the boulevard Saint-Germain. In the same area, have a look at the house where the mathematician **Sophie Germain** died on 13 rue de Savoie, not far from **Picasso's workshop** on 7 rue des Grands-Augustins and the home of **Gertrude Stein and Alice Toklas** on 5 rue Christine.

For Simone de Beauvoir's fans, there is a last pilgrimage in the area, if you walk down on the boulevard Saint-Michel and turn right towards Notre-Dame. She lived on **11 rue de la Bûcherie** when she wrote *Le deuxième sexe* and *Les Mandarins*, two books in relation with the topic of our conference. In the same street, there is an **English bookstore, Shakespeare & Co** (n°45).

We stop there and we let you make your own discoveries in this area. Have a very pleasant stay in Paris.





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