



Communities of Practice for Accelerating Gender
Equality and Institutional Change in Research and
Innovation across Europe

[#ACTonGender](#)



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Communities of Practice for Advancing Gender Equality in the ERA

Benefits and challenges

1st ACT International Synergy Conference

Brussels, 25th February 2019

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ACT Conceptual Framework

- Aims and objectives
- Process and methodology
- Results:
 - Key concepts
 - Conceptual mindmap
 - Informed bibliography
 - Zotero library
 - State of the art



Aims and Objectives

- Clarify key concepts
- Create an informed bibliography – for future project development
- Provide tools to enable a shared knowledge base for interested parties including CoPs to advance GE in the ERA
- Not a systematic review but a useful start for project development
- State-of-the-art – how CoPs can further GE in the ERA?



Process and Methodology of CF

- Identify those concepts that the consortium needed clarifying
- Specify the procedures for literature search (key words and databases)
- Provide tools to enable the consortium to provide knowledge and experience in an efficient way
 - Versions of the CF
 - Zotero – shared library – 396 items
 - Identify key tags – according to ACT project mindmap

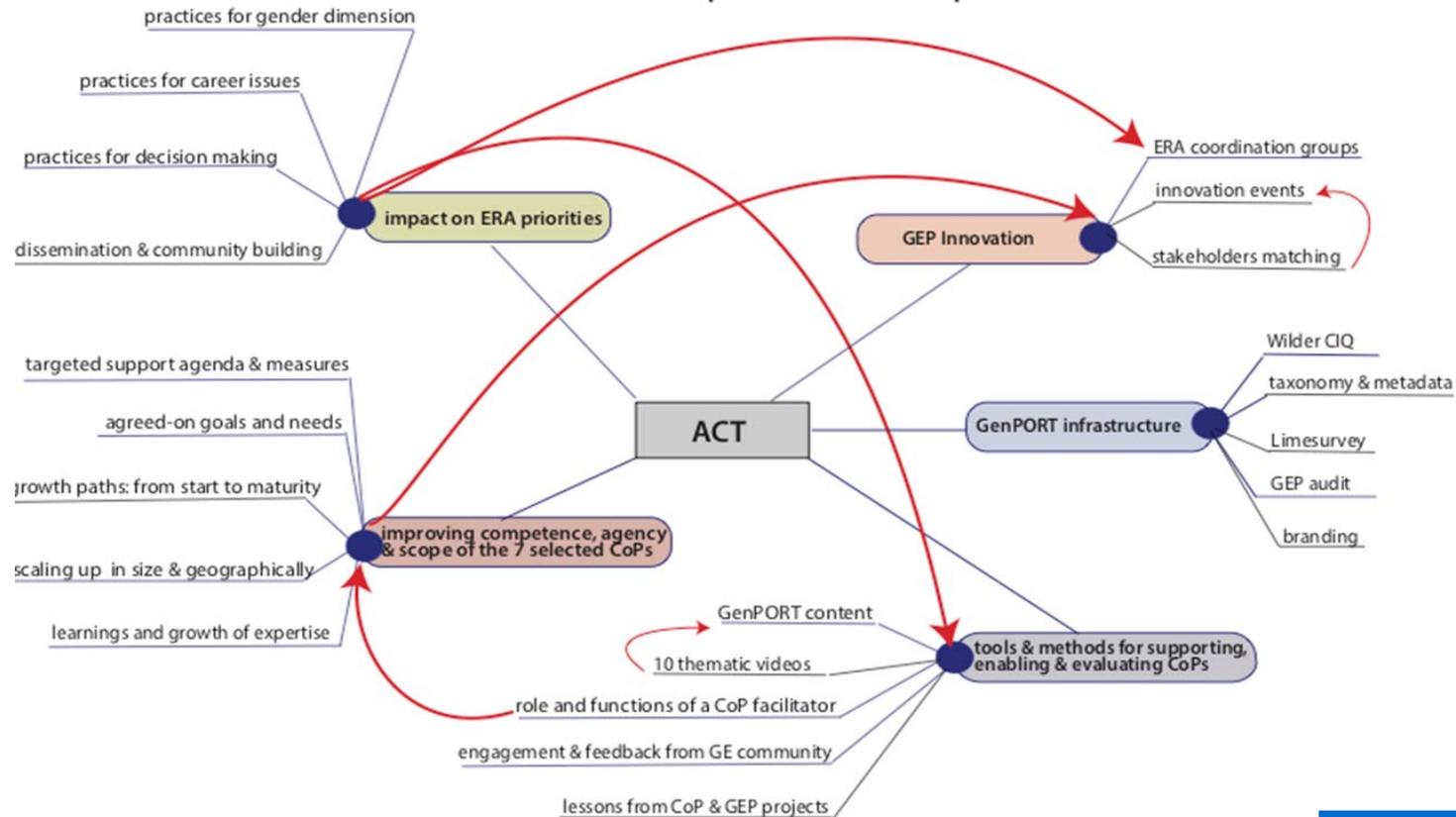


Sample of Key Concepts

GE & Institutional change in HE & R&I	Community of Practice	Methodology	Background: HE and R&I terms
GE in HE and R&I	Roles and responsibilities of ACT CoP members	Participatory methods	HE and R&I
GE in research careers	CoP institutional scope	Toolkit	Disciplines
GE in decision-making	CoP geographical scope	Measuring progress towards gender equality and GEP implementation (adaptation of ASSET survey)	RRI
Gender dimension in research and education content	CoP domain scope	CoP monitoring	Research organisations
Institutional change	Targeted support to CoPs	CoP evaluation	Network of research organisations
GEP	CoP consolidation	Monitoring vs evaluation	Sub-organisational level

Conceptual Mindmap

ACT operational Mindmap





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ACT Conceptual Framework

[Group Library](#) · [Group Settings](#)

Recently Added Items

Title	Added By	Date Modified
Triggering Institutional Change towards Gender Equality in S...	Rachel Palmén	2/6/2019, 13:07:34
Continue wiskunde 2 Dl. 8, blok 8, Dl. 8, blok 8,	Rachel Palmén	2/4/2019, 14:33:39
Scaling Down Inequality: Rating Scales, Gender Bias, and the...	Rachel Palmén	2/4/2019, 11:20:52
ACT Community Survey	Jörg Müller	1/30/2019, 10:18:21
ACT Modular Questionnaire Framework	Jörg Müller	1/30/2019, 10:18:21

Owner: [Rachel Palmén](#)
Registered: 2018-06-27
Type: Private
Membership: Invitation
Library Access: You can view and edit

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Two main bodies of literature:

GE institutional change in R&I
and HE

- careers
- decision-making
- gender dimension in research content
 - literature, reports and tools

Extensive COP literature

GEP Implementation & Supporting Projects



supera

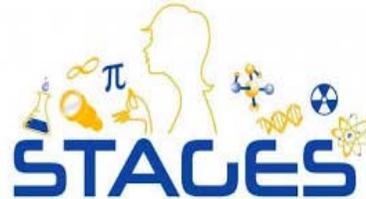
Supporting the Promotion of Equality
in Research and Academia



SPEAR



EFFORTI



Gender
Time

TARGET

Taking a Reflexive approach
to Gender Equality for
institutional Transformation



GEDII



GENDER
ACTION



Defintion of Key Concepts

What is a CoP?

“Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis”
(Wenger et al.; 2002:2).



Key Concepts: Difference between a community and a Network

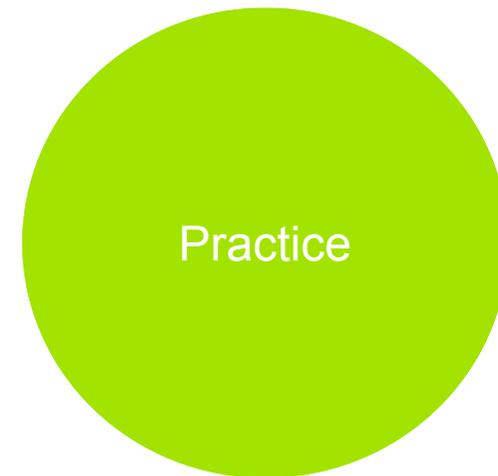
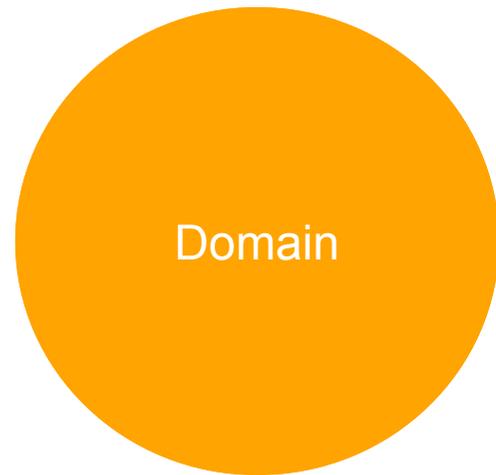
“The **network** aspect refers to the set of relationships, personal interactions, and connections among participants, viewed as a set of nodes and links, with its affordances for information flows and helpful linkages.”

“The **community** aspect refers to the development of a shared identity around a topic that represents a collective intention—however tacit and distributed—to steward a domain of knowledge and to sustain learning about it.”

Wenger-Trayner, 2011



Key Concepts





Results: Key Concepts > ACT project

Element	Explanation	Application in ACT
Domain	Knowledge area; domain – defines a set of issues	The implementation of GEPs and gender equality measures in R&I and HE 3 x ERA priorities
Community	Members who engage in joint activities to pursue joint interest in domain	Practitioners & Researchers
Practice	Shared set of frameworks, ideas, tools, information & documents	Shared knowledge and 'know'-how > increased competence

Table adapted from Barnard et al (2017)



State of the ART: How can CoPs advance gender equality in the ERA?

CoP within an institution

- CoP approach – *community* – embedding GE through institutional processes & structures
- Not depend on one person
- Sustainable
- Existing practices more effective
- Combat resistance

CoP – inter-organisational CoP

- Sharing best *practices*
- Mutual learning
- Effective practice take-up
- Further knowledge on practical conditions for effective practice and impact on ERA priorities (RPOs/RFOs)
- Improved data collection and monitoring

CoP Networking

- Tackling GE in R&I would benefit from all relevant institutions acting in concert
- European level initiatives HRS4R, Gender-net, GENDERACTION
- Consensus based ERA policy – stakeholder platform> EARTO, LERU, EUA, CESAER, EU-Life

Increased Gender competence



Knowledge, Practice and Gender Competence

What is gender competence?

“Skills, attributes and behaviours that people need in order to mainstream gender concerns effectively into policies and plans and help build gender equality”

EIGE

“unintended consequence of NSF Advance creation of crucial dynamic National and local networks of actors with gender expertise...including administrators and faculty who have had or acquired some form of gender Expertise during the course of involvement with ADVANCE”

Zippel & Ferree, 2018:14



Gender competence key for effective interventions

Addressing gender inequality in science: the multifaceted challenge of assessing impact

Evanthia Kalpazidou Schmidt ✉, Marina Cacace

Research Evaluation, Volume 26, Issue 2, 1 April 2017, Pages 102–114,

<https://doi.org/10.1093/reseval/rvx003>

Published: 16 February 2017

“ Cite Permissions Share ▼

Abstract

The analysis of the reasons behind the persistent under-representation of women in senior positions is a prerequisite for the assessment of the impact of evidence and analysis of 125 programs for

Gender Bias in Appointment Procedures for Full Professors: Challenges to Changing Traditional and Seemingly Gender Neutral Practices

Author(s): Angela Wroblewski ,

Book/Volume: 19 Editor(s): Vasilikie Demos , Catherine White Berheide , Marcia Texler Segal ISBN: 978-1-78441-070-4 eISBN: 978-1-78441-069-8

Abstract: Abstract

Background

Women have conquered the universities but their way into top positions is still stopped by the glass ceiling. Focusing appointment procedures for full professors the chapter examines policies aiming at gendered practices have only shown moderate success.

GENDER, WORK & ORGANIZATION

SPECIAL ISSUE ARTICLE

Organizational interventions and the creation of gendered knowledge: US universities and NSF ADVANCE

Kathrin Zippel ✉, Myra Marx Ferree

First published: 17 September 2018 | <https://doi.org/10.1111/gwao.12290> | Cited by: 1

Next Chapter >

PDF TOOLS SHARE

knowledge production and reproduction of intersecting





Knowledge, Practice and Gender Competence

How can a CoP approach strengthen gender competence?

CoPs > **tacit knowledge** of practitioners: “accumulation of experience – a kind of “residue” of their actions, thinking and conversations” (Wenger et al, 2002:6).

- emphasis on ‘practice’ is conducive to creating a greater gender competence, for the different stages of GEP implementation: audit, design, monitoring and evaluation.

‘Practice’ – process and products of knowledge

Challenges traditional ideas about knowledge – learn by ‘doing’ collectively

Shared repertoire of resources, experiences, stories, learning activities, methods, toolkits - accepted by community and used as communication tools

About GenPORT

GenPORT is a community sourced Internet Portal on gender and science. Upload your contribution...

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Paola Cognigni and Irene Miguel-Allaga

New content



Resource

TARGET – Gender equality monitoring tool and guidelines for self-assessment

Type of resource: [Report \(EU and other\)](#)

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Posted 1 month 3 weeks ago

[E-discussions on key GEDII Project Results](#)

Posted 7 months 1 week ago

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Conclusions:

“The practice of learning and knowledge sharing, inherent to CoPs, fulfills one of the main requirements for greater gender equality advancement. Successful long-term institutional change for GE is dependent upon an effective sharing of experiences, learning and knowledge creation. ...CoPs help to foster the environment in which knowledge is co-created and shared to improve the effectiveness of existing practices”

ACT CF, 2019:24



Thank you very much

Web: act-on-gender.eu

Twitter: [@ACTonGender](https://twitter.com/ACTonGender)

