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D2.1 KSH Deepening & Sustaining Change

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Executive Summary

This report gives an overview of the literature on deepening and sustaining organizational change towards inclusive gender equality in Research and Innovation Organizations. Inclusive gender equality (IGE) is defined as an aspirational ideal that refers to the need to address intersections of gender with other social categories, such as ethnicity, race, class, disability, and sexual orientation in the quest for organizations that ensure equal visibility, power, and participation for all. Based on a scoping literature review of 189 articles and a critical analysis of 97 articles published in English since 2017, the main barriers and facilitators and stakeholders affecting change are identified at system and organizational level.

We note how a neoliberal system that is market driven and values individualism, meritocracy and excellence is a key systemic barrier for change. At the organizational level, the hierarchy of academic work that values research over teaching, management, and service hinders change to inclusive gender equality. To facilitate change, we need epistemic justice, care and solidarity as core values and the appreciation of teaching, service and leadership activities alongside research work.

Practices of discrimination against people who require or provide care, and practices of racism and exclusion of women of colour constitute systemic barriers for change. Organizational barriers identified are institutional resistance in different manifestations and disciplinary-specific barriers. Knowledge of inequality regimes and awareness of gender in intersection with other categories are needed for sustaining change.

Learning lessons for the design and implementation of gender equality policies point out that policies need to be tailor-made to specific contexts. However, some general key aspects of policy design were identified. Policies need to be (re)formulated to include very clear actions and responsibilities, naming exactly who bears responsibility for these actions, and, what consequences are in store if these actions are not carried out. This highlights how responsibility, transparency, monitoring, evaluating and accountability are key aspects for the implementation of any policy design. Moreover, to address change in different levels there is a need to: 1) increase the representation of marginalized groups in knowledge production, 2) implement realistic, concrete, and time-bound actions, 3) foster space for discussion, create cohesion and coalitions around equality issues across different levels and 4) prioritize care and solidarity as a core institutional values. Furthermore, this study points to the relevance of *communities of change* to support equality interventions and change agents and drive sustainable change forward.

The report ends with the identification of knowledge gaps on data monitoring, impact of equality interventions and GEPs, what it takes to lead IGE and intersectionality in R&I in Europe and the role of privilege in resisting change.



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1 Introduction

This report provides an overview of the literature on deepening and sustaining organizational change towards Inclusive Gender Equality (IGE) in Research and Innovation Organizations (R&IO). Inclusive gender equality (IGE) is defined as an aspirational ideal that refers to the need to address intersections of gender with other social categories, such as ethnicity, race, class, disability, and sexual orientation, in the quest for organizations that ensure equal visibility, power, and participation for all. This literature review is part of the Knowledge and Support Hub (KSH) on sustaining and deepening change dedicated to the challenges related to sustaining institutional change, as well as integrating inclusive gender equality in broader strategic agendas in the R&I eco-systems.

Currently, there is limited and inconclusive research on the impact of gender equality interventions and other interventions about equality, diversity and inclusion (EDI), leading to minimal progress (Risman, Froyum, and Scarborough 2018). Therefore, the main goal of the KSH is to produce knowledge about factors, actors, strategies, interventions, policies, practices etc., that facilitate or hinder changes over time. In line with a conception of social reality as inherently complex, this KSH understands change in organizations and institutions as dynamic and multidirectional (Schneider and Somers 2006), hence, organizational change requires rewiring institutional practices (Nicolini 2019) from bottom-up and top-down perspectives. This implies dealing with issues of leadership, diversity in representation and participation, types and results of interventions, policy design and implementation and any other form or strategy for organizational change.

Our starting point is feminist, hence, the research aims to critically analyse the construction of knowledge about IGE in Research and Innovation Organizations (R&IO) and take steps to identify possibilities for change based on alternative value systems towards social justice, equality, solidarity and care for others (Benschop 2021). A decolonial perspective also influences our research. Decolonial perspectives emphasise how colonization dismantled 'other' knowledges and ways of life using the concept of race as a dispositive and leading to discriminatory discourses present today in social and economic structures (Quijano 2000; Alcoff 2007). Hence, a decolonial perspective looks to challenge the hegemony of Western-centric worldviews (Quijano 2000). Moreover, Lugones (2007) argue that many genders and gender itself was introduced as a colonial concept that affected modes of organization, production and property relationships, cosmologies and ways of knowing. Therefore, a decolonial perspective must address hierarchies in knowledge production and issues of hetero/cis-normativity, gender hierarchies and racial privilege. In this research, a decolonial perspective aspires to give space to the knowledge and experiences of excluded groups of people, like immigrants, people of colour, LGTBIQ+ community and colonized people from different origins and with different ages working in R&IO. In this sense, this literature review analyses a broad knowledge landscape and identifies current ways of knowledge production, with the aim of creating significant changes for IGE in the EU research and innovation ecosystem.

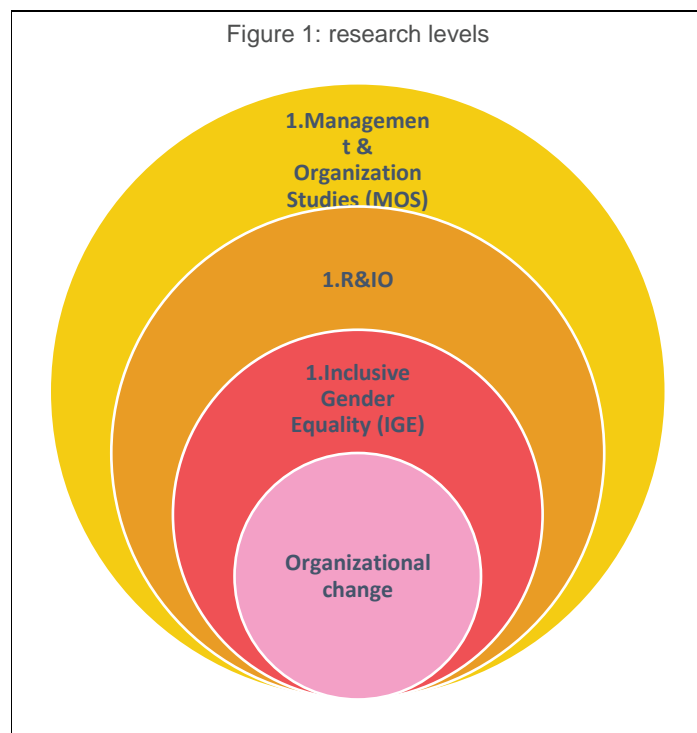
The main research question for this scoping review is: *what is known from the existing literature in management and organization studies (MOS) about change for inclusive gender equality (IGE) in Research and Innovation Organizations (R&IO)?* We operationalize this main question in six sub-questions that help us to organize the results and identify the main topics:

- 1) What are the main barriers and facilitators affecting the deepening and sustaining change for IGE in R&IO?
- 2) What are the main strategies for change in MOS in relation to IGE in R&IO?
- 3) Who are the stakeholders for and against deepening and sustaining change for IGE in R&IO?
- 4) What are the learning lessons from interventions and policies for deepening and sustaining change for IGE in R&IO?
- 5) What are the main knowledge gaps identified in the literature for deepening and sustaining organizational change for IGE in R&IO?

This document consists of five main sections. The introduction sets the context, followed by a conceptual framework to focus our research. The methods for the scoping review are explained next. The results section provides an overview of the field based on a descriptive quantitative analysis of the identified documents, followed by a critical analysis of our findings. Lastly, we present recommendations for the Inspired Project based on the analysis, followed by the appendix and references.

1.1 Research levels

We identified four levels of knowledge relevant to answering our RQ. First, the field of knowledge, Management and Organization Studies (MOS), centres on organizations. MOS analyses people in organizational structures and cultures, their practices and processes and how all these create social relations and institutions, which again have an impact on people. Organizations have fluid and flexible external and internal boundaries, meaning that MOS also analyses the relationship between organizations and their socio-political context and relationships among organizations (Schneider and Somers 2006). Hence, MOS uses insights from different disciplines which deal with the different spheres of organizations, such as sociology, economics, psychology, political science, industrial relations, business administration and more. Given this wide variety, we limit our research to MOS because we are interested in organizational change.



The second level is the Research and Innovation (R&I) sector which includes public and private research performing organizations (RPOs), such as research centres and universities; research funding organizations (RFO's) and R&I companies. Together these are Research & Innovation Organizations (R&IOs) and also include organizations in different sectors, like: 1) Business: incubators, entrepreneurial start-ups, organisations setting technical quality/ safety standards; 2) Civil society: NGOs working on R&I. In order to be included in our research, the studies analysed should address issues in R&IO.

The next two levels refer to conceptual levels. On one hand, the social phenomenon we want to understand, named Inclusive Gender Equality (IGE) and, on the other, the specific topic we want to study, organizational change (see Figure 1). The levels refer to the main knowledge levels necessary to organize our research and, at the same time, these levels help us to identify keywords and search terms. Moreover, for this literature review, these levels work as inclusion criteria, hence a document needs to incorporate all the levels to be part of the research.

1.1.1 Inclusive Gender Equality (IGE)

1.1.1.1 Gender Equality

Although Gender Equality is a contested and travelling notion, with multiple meanings and subject to change, it relates to political struggles and social justice. In MOS, gender equality refers to equal opportunities, equal outcomes, the advancement and promotion of women and the emancipation or empowerment of women (Lombardo and Verloo 2009). Hence, gender equality means equal visibility, power and participation of women and men and gender non-conforming or non-binary people (Benschop and Verloo 2006). In the European Research Area (ERA), Gender equality relates to three core areas: gender equality in scientific careers (presence); gender balance in decision-making (voice) and integration of gender dimension into the content of research and innovation (process) (Palmén and Müller 2022).

1.1.1.2 Inclusive Gender Equality

Inclusive Gender Equality is an aspirational ideal to address inequality considering the intersections of gender with other social categories, such as ethnicity, race, disability, and sexual orientation in the quest for equality for all. Equality here is understood as equal visibility, access to power, and participation of people. Applying this concept in our research involves being aware of the diverse perspectives and categories that extend beyond gender, allowing us to tap into various forms of knowledge that can offer guidance and tools for policies and practices in Research and Innovation. This awareness can help illuminate the path towards a more inclusive EU Research and Innovation Ecosystem.

1.1.1.3 Gender Equality Plans (GEPs)

In a broader sense, a GEP refers to a planned change approach to achieve gender equality in a specific organization or institution. It could be a set of actions aimed at identifying gender inequalities and bias, designing, and implementing measures to correct these, and setting targets and monitoring progress via indicators (EIGE 2016).

According to the EU-Horizon Europe, GEPs target visible and invisible inequalities in five core areas of intervention:

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- Organizational culture and work-life balance
- Social safety
- Leadership and management
- Recruitment, selection, and career progression
- Gender dimension in research and education

Starting in 2022, the European Commission introduced Gender Equality Plans (GEP) as a new eligibility criterion for research organizations and higher education establishments to get access to funding from the Horizon Europe Framework Programme (2021-2027). GEPs are a tool for institutionalising change and could help to achieve structural change. Hence, part of our research is to analyse the results of GEPs and their challenges towards sustaining change.

1.1.1.4 Inclusive Gender Equality Plans

As the concept of gender is complemented with intersectionality, the same applies to the GEPs. Hence, inclusive GEPs are those that aim to achieve equality for all in a specific organization or institution. Therefore, Inclusive GEPs take diversity in the broader sense, including categories such as gender, race, ethnicity, religion, class, age, sexual orientation, and disabilities in research teams at all levels, including management and decision-making. Moreover, Inclusive GEPs aim to combat any type of discrimination and harassment in R&IO, and should provide guidelines to change inequality regimes, as well as addressing individual cases of discrimination and promoting inclusive knowledge production systems.

1.1.2 Deepening and sustaining organizational change

Progress in achieving gender balance and equity in organizations has been slow at best and only a historical perspective reveals noticeable changes toward equality across welfare states and organizations (Benschop and Verloo 2011). However, despite numerous initiatives focused on transforming organizations into gender-balanced and equitable workplaces, global statistics indicate that nearly nine out of ten individuals worldwide, regardless of gender, continue to have biases against women; moreover, half of the population still holds the belief that men are more competent as political leaders, while over 40 percent perceive men as better business executives than women (UNDP 2023). These data indicate a lack of progress in the past decade, and persistent gender biases at global level.

As Acker (1992) explained, organizations are 'gendered'. This means that gender is present in interlinked processes related to change in organizations: structures, cultures, interactions and identities. Moreover, gendered inequalities occur in the course of the ongoing flow of processes and practices that constitute an organization (Acker 1998). As organizations are places where institutional rules are performed and these rules define who gets what, who does what, and who decides (Rao and Kelleher 2003), therefore, organizations are the perfect sites to analyse and promote gender change.

Strategies for gender change in organizations can be divided into liberal equality policies, radical equality policies, managing diversity or value of difference, and gender mainstreaming (Benschop and Verloo 2011). Benschop and Verloo (2011) analysed these strategies in two dimensions. The first dimension is the classic individual-structure distinction, and the second

dimension focuses on the depth of intended changes, namely, inclusion, revaluation, or transformation. In their study, the authors demonstrate how liberal equality policies primarily concentrate on individuals, particularly women, hence, these interventions solely target one-half of the players rather than addressing the underlying systemic issues (Benschop and Verloo 2011). More recently, most interventions focused on an implicit theory of change which aims to change participants' attitudes by increasing their knowledge and awareness of gendered stereotypes and norms (Stewart et al. 2021). These interventions aim to target a wider population, encompassing not only women. Moreover, change is often narrowed to representation issues, meaning, interventions and policies aiming to increase the number of women in different levels of the organizations. Although this is important, research has shown representation is not enough and that the main challenge to produce sustaining change towards gender equality lies in the difficulty of changing social norms, beliefs and structures (UNDP 2023). From this perspective, the process of deepening and sustaining organizational change encompasses both intended and unintended gendered norms enacted by leaders, managers, co-workers, and individuals both within and outside of organizations. This involves addressing issues related to diversity in representation and participation in decision-making within formal and informal settings, the various types and outcomes of interventions for achieving gender equality, policy formulation and implementation towards gender equality, and any other forms or strategies for facilitating change in organizations.

In the same line, Schiebinger and Schraudner (2011) suggest that R&I equality policies should encompass three levels: representation, institutions and knowledge. In their research, representation implies “fixing the numbers”, or inclusion in terms of increasing the number of people from marginalized groups. Institutions refer to “fixing structures” by removing barriers with reforms such as, counteracting subtle gender and ethnic bias in hiring and promotion practices, restructuring work/life balance by offering parental leave, supporting dual careers as well as child- and elder care, and allowing for career breaks. Finally, issues of knowledge production denote recognizing that science is not value-neutral and demanding the inclusion of a gender dimension in research design, for instance, by specifying whether and in what sense, sex and gender are relevant to the goals and methodologies of the research. To sum up, most interventions still focus on individual cases and issues of representation, and this could explain why gender inclusion strategies have yielded limited tangible results. Moreover, it is important to note that sustainable change is also significantly influenced by cultural and societal contexts.

2 Methods

2.1 Scoping literature review

Scoping reviews examine academic and policy documents to address complex topics (Peters et al. 2020). The aim is to map the literature on a particular field of knowledge and identify key concepts, key characteristics or factors related to a concept, gaps in the research, and types and sources of evidence and how research is conducted, to inform practice, policymaking and research (Munn et al. 2018). Scoping reviews address exploratory research questions by systematically searching, selecting, and synthesizing existing knowledge (Colquhoun et al. 2014). Therefore, these reviews need to achieve broad and in-depth results (Arksey and

O'Malley 2005). Moreover, the process needs to be documented in sufficient detail to increase reliability of the findings and reach the standards to be published. Finally, to obtain relevant results and avoid drowning in data, the search strategy is developed using clear inclusion and exclusion criteria and research questions and definitions of key concepts.

It is important to be aware that the process is not linear but iterative, requiring researchers to engage with each stage in a reflexive way and, where necessary, repeat steps to ensure that the literature is covered in a comprehensive way (Arksey and O'Malley 2005). Decisions about how to set parameters on large numbers of bibliographic references are presented below in the section: *inclusion and exclusion criteria*, however, changes and adjustments can be made once some sense of the volume and general scope of the field has been gained.

2.2 Search strategy

We restricted our search to scientific articles because our interest is to advance in knowledge about organizational change using inspiration from experienced researchers from different geographical locations. We used four databases recognized on the topic of our research:

- Web of Science
- APA PsycInfo (OVID platform)
- Business Source Complete (EBSCO host)
- Women Studies International (EBSCO host)

These databases have strict process of quality control; therefore, they produce relevant results.

2.2.1 Keywords and search terms

The research levels and definitions provided insights for keywords. Keyword combinations, proximity operators and other details of the searches were slightly adapted according to the database, but the main keywords were the same for all the databases (see Table 1).

Table 1: Keywords and search terms	
Level	Keywords
Discipline	organisation* or organization*
Phenomena	(gender* or sex) and (equality or inequality or parity or imparity or gap or role* or attitude* or issue* or segregation or behavio* or assumption* or neutral or privilege* or stereotype* or bias* or discriminat* or inclusiv* or exclusiv* or intersectionalit* or IGE or "inequality regime*" or "egalitarian goal*" or "equitable distribution*" or "diversity program*" or "pay equit*")
Context	(Research or innovation) and (organization* or organisation* or institute* or center* or centre* or business* or compan* or corporation* or academy or academies or academia or universit* or science*)
Topic	(chang* or challeng* or barrier* or resistan* or limitation* or facilitat* or transition* or structur* or transform*)

2.3 Selection criteria

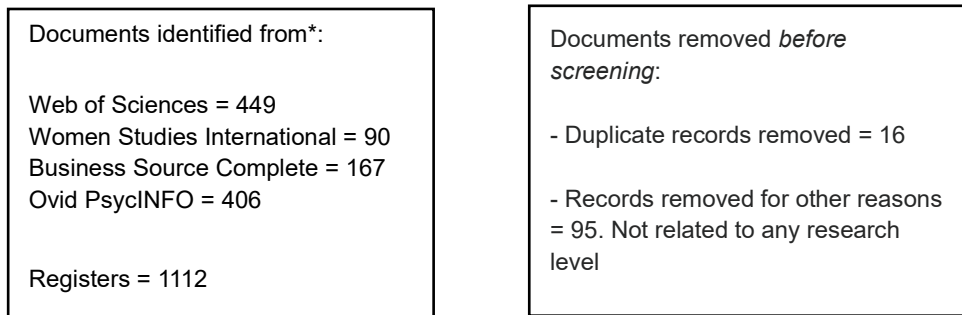
To have a general landscape of the scientific knowledge available, our search included documents from 2010 onwards. As a result, 1112 abstracts were scanned using the software Rayyan. From those, only 16 were duplicates and 95 were excluded on the title, since they were clearly not related to any level of the research. A first round of 100 abstracts was analysed by the two researchers separately, using the same inclusion criteria: first, the field of knowledge, MOS; second, the social phenomenon, IGE; third, the context, R&IO; and, finally, the specific topic change (see graph 1). Then, the results were compared. This exercise showed that there were very little differences in the selection results (only 5 of a 100). This confirmed that the criteria were clear. The rest of the documents were scanned, and a selection was made by one researcher using the abstract as main source, in case of doubt, the researcher scanned the whole document and, if there were still doubts, a second researcher provided input. A total of 150 documents were labelled as potentially relevant and discussed between the two researchers. From those, only 31 were added to the preselection group. As a result, the final sample was composed by 436 documents published after 2010. These were analysed for a second time to search for the main topics covered. After reviewing a 189 documents from different years, we concluded that, in general, the most relevant findings about organizational change for IGE were published after 2017. Hereafter, the 189 papers published after 2017 were selected for the final scoping review. The papers were coded using the software Atlas.ti, based on a quantitative and descriptive analysis. The codes were based on the following information:

- Year of publication
- Country of knowledge production or study location
- Methodology and methods
- Key concepts or main contributions to change

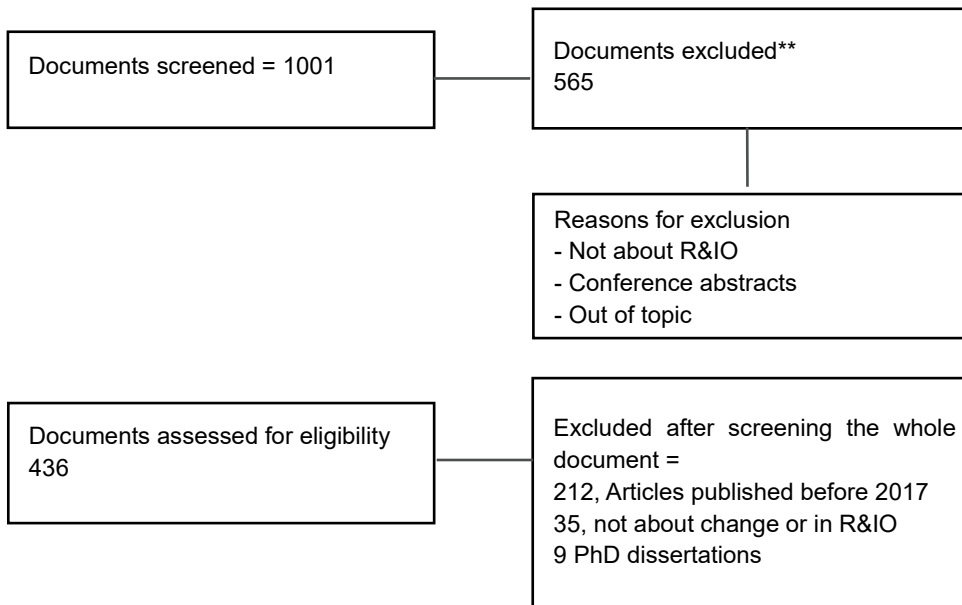
Country of knowledge production or study location refers to the place in which the case study/research was located or, when it is not specified, the place where the researchers are affiliated was added. This is about place of knowledge production since from a decolonial perspective, we assume that knowledge is always produced in specific context. With the information coded from the papers, emergent topics were identified, and we got a general landscape of the field.

Figure 2: Identification and selection of documents via databases and registers¹

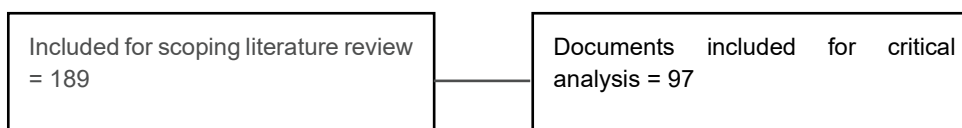
Identification



Screening



Included



¹ Adapted from: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71. doi: 10.1136/bmj.n7

In the following sections, we present the results. First, a descriptive analysis allowed us to sketch a general landscape and identify main topics, methodologies and countries. Second, a critical analysis in which 97 articles were selected based on five criteria: topic, relevance, diversity, epistemology and knowledge contribution. Topic refers to the emerging topics identified from the quantitative process, hence, we tried to have enough articles to represent each topic. Relevance denotes features such as authors, journal reputation or citations. Diversity indicates variety of geographical locations, target population or disciplines. By employing an epistemology criteria, we adopt a decolonial perspective in which knowledge production is questioned; since epistemologies shape academic discourses and determines which voices are heard, with this criteria we opened our research to new epistemic proposals. Once the articles were selected, the analysis of each of them mainly focused on their contribution to theories, practices or strategies to develop sustainable change. The results section was organized based on the main emergent topics identified from the quantitative analysis. Finally, mayor research topics, perspective and knowledge gaps were identified.

3 Results

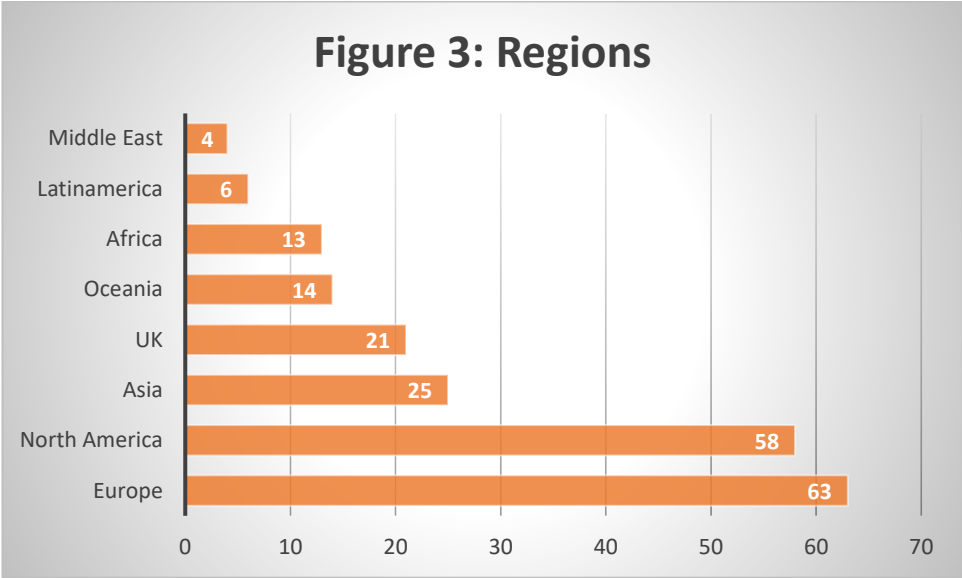
3.1 General landscape

The sample is composed by 189 articles from 2017 to 2023, from which most of them were published in 2021 (See Table 2). Our search was only conducted in English, hence, the sample has limitations; however, since the biggest percentage of scientific publications in the global north is English, the sample could be considered representative of the scientific knowledge production about our research topic in the last six years.

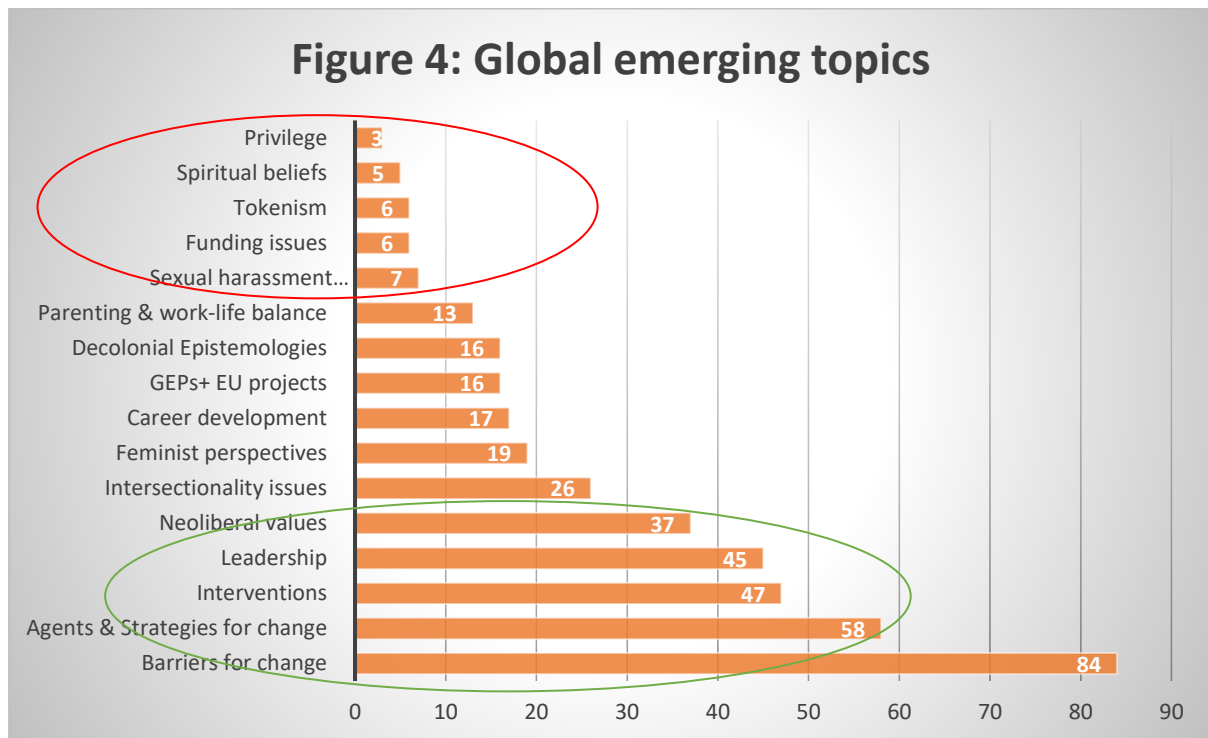
Table 2: years

Year	Quantity
2017	24
2018	15
2019	30
2020	41
2021	45
2022	30
2023	4

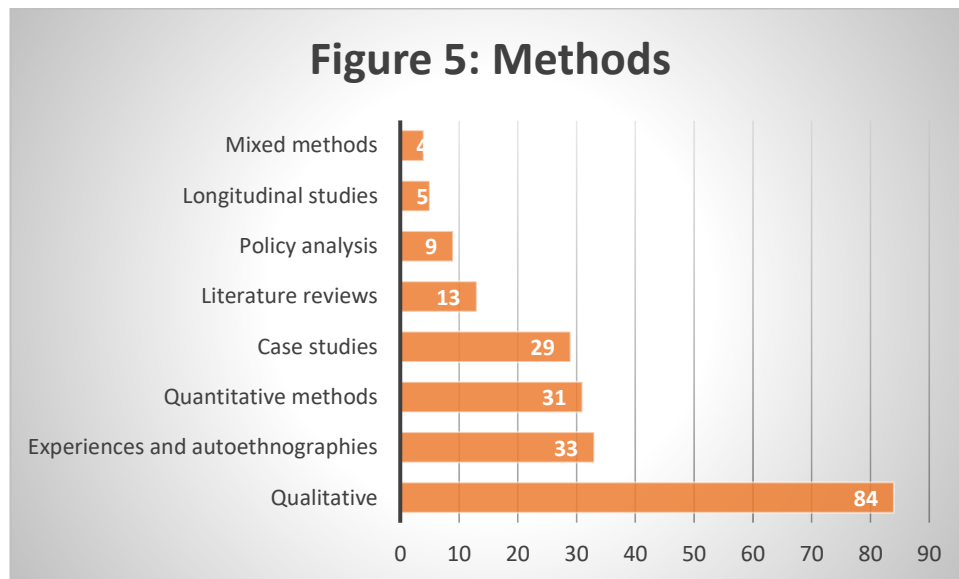
We have identified articles produced in a total of 43 countries worldwide. Given that Inspire project primarily focuses on Europe, we categorized our findings into regions. This approach not only enhances the comparability of the sample, but also allows us to identify regional disparities and gaps within each region. From the sample, 63 articles belong to European countries, 58 to North America from which 51 are originated in USA, as depicted in Figure 3. In this sense, these two regions are the biggest producers of knowledge on our research topic.



The main emerging topic from our research is what we have labelled as barriers for change (See Figure 4). This topic encompasses areas such as institutional culture and norms that hinder change, barriers to implementing change, and the individuals or groups opposing change. The second is agents and strategies for change. By agents and strategies for change, we refer to studies in which the theoretical and empirical focus is on organizational change processes. The third topic is interventions, which pertain to specific programs addressing issues of equality or discrimination. Examples of interventions include mentorship programs and capacity-building activities aimed at addressing unconscious gender bias. Moreover, we have separated Gender Equality Plans (GEPs) and European Union (EU) projects from interventions, as they represent a core interest within our project, and they will be analysed separately. The fourth topic is leadership issues.



In terms of methodologies, most of the articles employ qualitative approaches in some way. Notably, 33 articles utilize methods associated with personal experiences, such as autoethnographies, reflective conversations and biographies. These qualitative methodologies are particularly pertinent when examining subtle and implicit discriminatory practices that may be embedded within informal or formal interactions influenced by cultural norms and practices. Consequently, capturing the experiences and perceptions of individuals becomes instrumental in elucidating the underlying practices and norms that perpetuate exclusion. For instance, collective collaborative writing, data collection and analysis methods, such as collective biographies and autoethnographies, can bring forth the inherent impact of dominant discourses in a way that is visible, tangible, and hearable, while also creating an openness within collaborative research and the discourse for the potential of transformative change (Davies & Gannon, 2006 cited by Anderson, Goodall, and Trahar 2020). Additionally, a significant portion of the studies, 84 in total, employ other qualitative techniques such as interviewing, discourse analysis, and content analysis (See Figure 5). Furthermore, surveys also feature in the research, primarily focusing on capturing the perceptions of individuals regarding a variety of issues around discrimination.

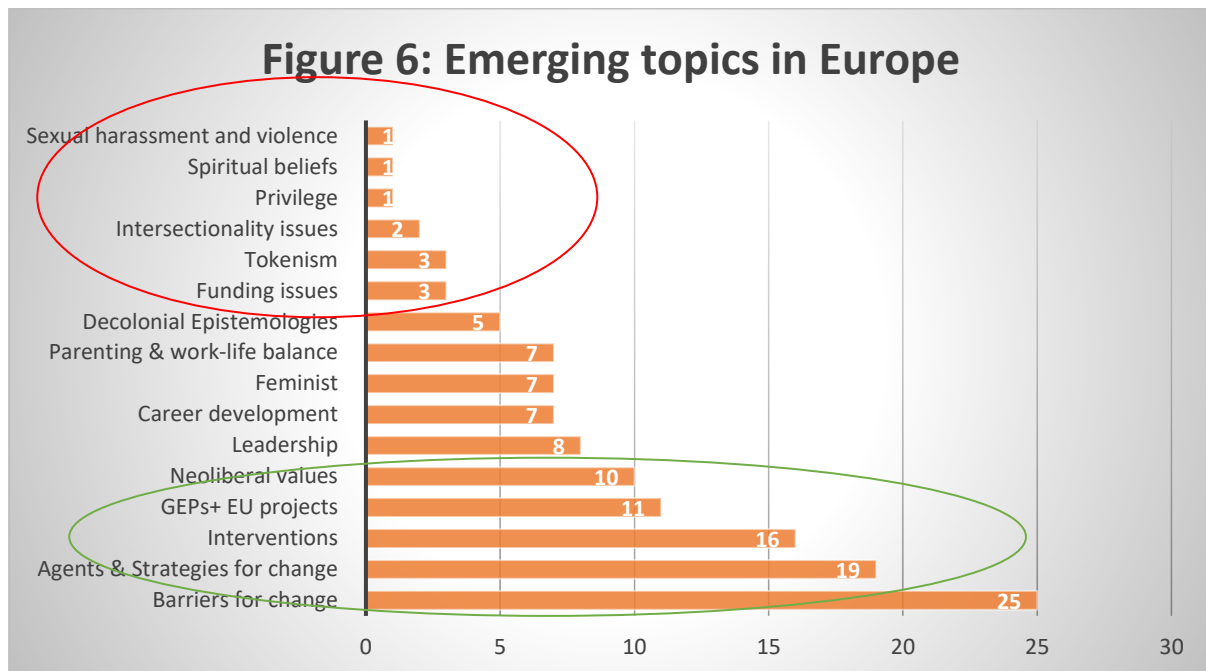


Case studies in which the case refers to universities or research institutions are also very frequent. For the case studies, several methods are used, mainly semi-structured interviews, surveys, public data and documents are analysed either quantitative or qualitative. This type of research is of great value for our KHS topic, since it addresses data at societal structures and institutional levels. There are also a few longitudinal studies (5), but none of them are from Europe. Case studies and research based on experiences, such as autoethnographies and biographies are counted separately from other qualitative data, however, some articles use a different set of methodologies and, therefore, are counted in two categories, this is the case for 19 articles, most of the research uses mainly one methodology.

3.1.1 Topics in Europe

The primary focus in the European region revolves around the topic barriers for change, comprising 25 articles (see Figure 6). Additionally, we have identified 19 articles that explore strategies for institutional change and change agents. Leadership research in Europe is less frequent than in the rest of the sample. This could be related with our time frame, since it looks like research about leadership in Europe has shift in focus and structural change and organizational change has gained more prominence in the last years.

It is crucial to highlight that issues related to intersectionality are noticeably underrepresented in Europe. Out of the 26 articles in our sample that address intersectionality, only 2 articles have been identified as originating from Europe, and these articles mainly focus on diversity policies in a general sense. In our definition of intersectionality, we prioritize the intersection of race, class, gender, and other characteristics that intersect and overlap, resulting in oppressed and privileged positions, and complex combinations thereof.



3.2 Critical review: barriers for change

The following section is composed of the most relevant findings in our research. We selected 95 articles based on major topics and analysed their contribution to knowledge about change. The first part refers to barriers for change and is divided into two categories: 1) systemic barriers for change and 2) Institutional barriers for change. Systemic barriers for change encompass factors identified at the societal level, which influence the context in which R&IO (Research and Innovation Organizations) perform and, therefore, impact the dynamics of these organizations. The section on institutional barriers focuses on issues that are inherent to the R&IOs and the way things operate within these organizations. The second part of the literature review is called agents and strategies for change. In this section, the main findings about how to produce sustainable change are discussed.

3.2.1 Systemic barriers for change

3.2.1.1 Neoliberal system

Neoliberal system as a main barrier for changes was mentioned in 27 articles from different countries around the world. They frame the issue as neoliberal university system or neoliberal academia (Silander et al. 2022; Villar-Aguiles and Obiol-Frances 2022; Brorsen Smidt et al. 2020; França et al. 2023); or neoliberal performativity (Crimmins, Casey, and McIntyre 2021); or neoliberal logic or vision (Espino and Croom 2022) or simply neoliberalism or neoliberal regime (Harford 2020; Breeze and Taylor 2020; Gokturk and Tulubas 2021; Morley and Lund 2021; Yarrow 2021; Heijstra and Petursdottir 2022). The main argument is that neoliberal academic structures are an obstacle for inclusive gender equality. More specifically, market principles and discourses of individualisation render asymmetric gender relations invisible and give privilege to masculine epistemologies (Crimmins 2022). The neoliberal system promotes discourses like excellence, choice, biological essentialism, and gender neutrality which

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implicitly and explicitly present the current status quo as suitable, rational, and justifiable, ultimately hindering attempts to promote gender equality. (O'Connor and White 2021). In other words, 'quality' and 'excellence' involve discursive practices that perpetuate exclusion (Booi, Vincent, and Liccardo 2017). Research funding is also affected by this, as the funding system is biased not only in favour of men but towards male-dominated and culturally masculine positions and fields (Steinorsdottir et al. 2020).

Feminist academics play a key role in resisting the neoliberal regime in academia, but they also find more obstacles for their research (Heijstra and Petursdottir 2022), especially if they come from a different ethnic or cultural background, as they experience epistemic exclusion (Settles et al. 2022). In this way, a neoliberal system promotes homogeneity. Consequently, in neoliberal academic settings, people from different backgrounds are expected to perform "as well as their colleagues", despite their different needs and perspectives (Thomson 2020). Like this, differences are 'tolerable' in a superficial way based on the discourse of meritocracy. Diverse people or academics must adapt and there is little room to explore different epistemic perspectives that could be more relevant or even more appropriate in certain cases.

A neoliberal university system, hence, hides exclusion and discrimination in specific discourses, for instance, the concept of excellence. A study in Iceland argues that discourses on 'excellence' and the use of private sector managerial techniques within academia maintains structural gender inequality within academic institutions (Steinþórsdóttir, Heijstra, and Einarsdóttir 2017). The authors argue that excellence, understood as an objective and gender-neutral standard of merit, is operationalised only by quantitative criteria such as publication rates, journal rankings, citation indexes and funding success rates which are more favourable for research and teaching in male-dominated fields.

In the same vein as neoliberal values, some researchers explore how academic capitalism has become internalised as a regulatory mechanism by academics to accumulate academic capital (O' Hagan et al. 2019). The study developed by O' Hagan et al., (2019) analyses three practices as examples of the way academics increase their academic capital stock in the context of Science, Technology, Engineering and Maths (STEM) faculties in four European universities located in Bulgaria, Denmark, Ireland and Turkey. These practices refers to: achieving professional visibility, acquiring/cultivating local political connections and managing time appropriately (O' Hagan et al. 2019). These practices are defined as the means by which the gender order is constituted in academic environments (O' Hagan et al. 2019). The article concludes that, individualism is the process through which the internalisation of academic capitalism occurs.

3.2.1.2 Parenthood, care and work-life balance

Some studies show that neoliberal discourses and practices affect issues of parenting in academia (França et al. 2023; Villar-Aguiles and Obiol-Frances 2022; Amsler and Motta 2019; Ashencaen Crabtree and Shiel 2019). Family formation and child-rearing often lead to women experiencing truncated, fragmented, or non-linear career trajectories, which significantly impede their career progression within academic contexts (Maxwell, Connolly, and Ni Laoire 2019). Hence, Amsler and Motta (2019) explain that the discussion about parenthood (namely, motherhood) in academia, generally constructs care as a professional deficit and overlooks

the complexities of life; this results in different ways of exclusion of women (and also men who are caregivers), plus limiting their possibilities for knowledge production. The authors call this dominant conceptual framing a *technology of neoliberal subjectification*. They argue that the liberal framing in which motherhood is analysed does not capture the complex exclusions that women face because of intersecting positionalities. Moreover, liberal discourses invisibilises aspects of women's experiences in everyday practice and naturalises the violence of neoliberal labour (Amsler and Motta 2019). For instance, a study in Ireland shows that maternity leave can be seen as 'burden' for some organizations and, therefore, it is a key phase in the negotiation between motherhood and work, functioning as an institutional practice that actively shapes and reinforces gender dynamics within academic organizations (Maxwell, Connolly, and Ni Laoire 2019). Another study in Portugal shows that during the COVID crisis, parents in academy had to deal with the institutional pressure to uphold their working routines in spite of having their children at home (França et al. 2023). In conclusion, neoliberal values in academy intrinsically discriminate against women (as potential mothers and caregivers) and any person who either require or provide care (França et al. 2023; Villar-Aguiles and Obiol-Frances 2022; Amsler and Motta 2019; Ashencaen Crabtree and Shiel 2019). As a study in India clearly proclaims, increasing flexibility in the academic workplace should be recognized as a concern for all faculty members beyond being solely a "women's issue" (Gandhi and Sen 2021). Indeed, it is a human issue, as individuals should have the opportunity to fully develop their lives, which includes raising children and investing time in personal life and relationships (Gandhi and Sen 2021).

3.2.1.3 Racism and exclusion of women of colour

A study in USA, UK and South Africa based on experiences of women of colour shows that racialized and gendered inequalities impact their career advancement. Moreover, barriers for recruitment and retention of women of colour in R&IOs, include lack of belonging, marginalization, social exclusion, and tokenism (Settles et al. 2022). Women of colour experience microaggression in the tenure process, prejudice stemming from affirmative action and higher levels of scrutiny than their colleagues (Heaggans and Frierson 2019). These exclusion practices have become subtle and invisible; microaggressions and microinvalidations are frequent (Carroll 2017) and difficult to perceive and yet they create de-professionalization and dehumanization, resulting in racial battle fatigue, feelings of isolation, and disillusion towards academy (Rollock 2021). In general, these subtle practices of exclusion and discrimination create a negative climate for women of colour in R&IOs pushing them to leave academic institutions.

Crenshaw (1991) identified three dimensions of exclusion of women of colour: structural, political, and representational intersectionality. In the structural level, the exclusion refers not only to the career development, but also to epistemic exclusion. According to Settles et al. (2022), epistemic exclusion occurs through in two ways: first, formal hierarchies that regulate how knowledge is valued and the metrics used to assess quality and, second, informal processes that further suggest to women of colour that they and their knowledge are irrelevant. The political dimension refers to access to leadership and decision making and the representational dimension refers to diversity of the staff (Haynes et al. 2020). Addressing the political and representational dimensions without addressing the structural one hinders change.

In the neoliberal academic system, the exclusion of women of colour is not only driven by the colour of their skin, but rather because their identities, experiences, and ways of knowing do not align with the prevailing neoliberal standards within academia. Hence, women of colour and other racialized workers, often engage in identity work to minimize their 'difference' (Thomson 2020). Modern and subtle ways of "racism" and "xenophobia" target behaviours and practices and, therefore, epistemologies and ontologies. Consequently, if women of colour and marginalized groups conform to norms and accept their prescribed roles, they may be granted opportunities for career advancement. Epistemic exclusion, hence, is the way to maintain the status quo in R&I.

3.2.2 Institutional barriers for change

3.2.2.1 Institutional resistance

Institutional resistance has been defined as a phenomenon that arises during processes of change, aims to maintain the status quo (Lombardo and Mergaert 2013, 299) and it is expected to happen when gender norms are challenged (Benschop and Verloo 2011). Hence, resistance to gender equality initiatives can be viewed as a form of "articulated defence" when individuals seek to protect their privilege in response to threatened gendered organizational norms, beliefs, and values (Bleijenbergh 2018). A very common type of resistance is called "non-performative commitment" or "performative resistance strategy", in which, in theory, equality is supported but not clear actions are taken (Stierncreutz and Tienari 2023; Smidt, Petursdottir, and Einarsdottir 2021). For instance, a study in Iceland describes the hijacking of equality discourse, in which individuals through the use of discourse attempt to appear as if they prioritize equality, or they even appear as equality champions, however, in practice, changes are not supported (Smidt, Petursdottir, and Einarsdottir 2021). Hence, these actors hijack equality discourses and perpetuate an illusion of gender equality, where institutional policies are wrongly perceived as a reflection of reality and gender equality becomes a mere "brand" used to maintain a particular image (Smidt, Petursdottir, and Einarsdottir 2021).

Another study with gender equality experts in Finland and Sweden shows that gender experts must use different discursive strategies to make equality issues less confrontative and intimidating in order to avoid resistance. One way is stretching the meaning of equality to imply universal advantage for all members of the organization and beyond, similar to the business case - however, this strategy could (de)legitimize and (de)politicize equality work (Stierncreutz and Tienari 2023). The analysis of resistance to change can contribute to diagnosing the problems, actors and levels that create bottlenecks for implementation of policies and interventions (Lombardo and Mergaert 2013). Moreover, understanding where and who resist change, as well as how they do so, helps to adapt and improve policies and interventions for specific contexts. Dealing with resistance to gender equality work can help to uncover inequalities, makes it possible to challenge prevailing values and beliefs associated with those inequalities (Van Den Brink and Benschop 2018) and, thereby, helps to construct alternative values and beliefs. From this point of view, resistance is not necessarily to be avoided; on the contrary, handling resistance can be seen as part of the process of transformation (Van Den Brink and Benschop 2018).

Zooming in on department leadership, a literature review from the USA found that most of the literature on leadership was gender blind (Beddoes and Schimpf 2018). Gender-blind literature results in dominant groups maintaining their privileges by denying the existence of those privileges. Moreover, the research shows that when the literature addressed issues of gender, it was concerned with formalistic and individual behaviours about sexual harassment and legal issues surrounding discrimination rather than larger structural issues (Beddoes and Schimpf 2018). The same study identified three main discourses of leaders that contributed to the maintenance of gender inequalities in academia and work as resistance mechanisms for change. First, the discourse of fairness, which encourages an unproblematized adoption of fairness as a core criterion, ignoring the ways some groups have more benefits than others (Beddoes and Schimpf 2018). This is closely related to the concepts of merit and excellence, as discussed in previous section on neoliberalism (although this study does not mention neoliberalism). Second, the discourse of collective good, which encourages department heads to seek out decisions that maximize the "good" for the department and its constituents, even if this may perpetuate inequality. Third, the training imperative discourse which places a heavy emphasis on training, regardless of whether training is or is not an effective means to address gender inequalities (Beddoes and Schimpf 2018). The focus on individual efforts and training implicitly suggests that people who are "less successful" in academia (as many women or other groups) are less capable or less prone to invest in their professional career. In this way, a gender-blind perspective in combination with these discourses draws a simplistic and unproblematic landscape of academic environments: considering that in many fields departments remain male-dominated, these discourses are more likely to ignore women needs and perspectives. On this basis, since leadership literature does not always include a gender perspective, a clear institutional barrier is the lack of knowledge about how to lead for equality.

3.2.2.2 Barriers according to disciplines

Barriers can differ in different disciplines and research topics. For instance, a study in USA shows that female engineering faculty are less likely to stay employed in academia compared to female faculty in the social sciences (Durodoye et al. 2020). Moreover, underrepresented minority groups, such as black, Hispanic, and American Indian, leave without tenure at higher rates than their white colleagues within departments of engineering, fewer are promoted to full professor compared with their white peers (42.5% vs. 54.1%), and they are also promoted more slowly; moreover, the disciplines with largest gaps between underrepresented minorities and other faculty reside in Business, Education, Health and Veterinary Sciences (Durodoye et al. 2020).

A study in Australia shows that barriers women academics face are exacerbated for women scholars who do research in rural and regional communities (Crimmins, Casey, and McIntyre 2021). In chemistry, a study conducted in the USA explains that a significant portion of women faculty still face significant obstacles in terms of recruitment and hiring, they experience unequal distribution of rewards and recognition compared to male faculty, encounter unsupportive work environments, face various conditions that impede their career advancement, and express less-than-optimal satisfaction with their work situation (Stockard et al. 2018). Difference in disciplines are indicative of organizational structures that systemically operate as barriers for people that do not hail from dominant group backgrounds (Durodoye et

al. 2020). But it is not only barriers based on disciplines, also on the research agendas and topics in which researchers with diverse backgrounds work or wish to work, as in the Australian case study.

A study conducted in university hospitals across three European countries (the Netherlands, Austria, and Sweden) revealed that gender played a significant role in clinical positions (Komlenac et al. 2019). Female physicians were found to have fewer published articles compared to their male counterparts, which in turn correlated with lower positions. Interestingly, factors such as the number of children or working hours did not account for the gender differences in publication activity or clinical position (Komlenac et al. 2019). These findings indicate that factors beyond the unequal division of household labour, such as the academic working environment, may disproportionately hinder women's advancement, even in countries known for high levels of gender equality like Sweden. This suggests that having children does not necessarily impact women's performance, while the academic working environment can exert a more significant influence (Komlenac et al. 2019).

Another study in a university in USA portrays a different picture of chemistry and civil engineering disciplines. Both departments have enrolled and graduated a considerably larger percentage of women compared to the typical representation in these fields, but, the methods and factors contributing to this outcome vary between the two cases (Posselt, Porter, and Kamimura 2018). The chemistry faculty recognized a need for change in gender equality and, as a result of accumulative targeted reforms the composition of the faculty changed. In contrast, in the case of the civil engineering change comes from unintended actions. In the 60s, the department changed the name from Civil Engineering to Civil and Environmental Engineering, making explicit their connections with environment - and this change attracted women to its undergraduate and postgraduate program (Posselt, Porter, and Kamimura 2018). While the specific incentives varied, both programs were driven by a desire to remain relevant and uphold their standing among other departments in their respective fields. This example begs for research about type of knowledges that facilitates, motivates and promotes female researchers' participation in different disciplines.

3.2.2.3 Hierarchical values attached to different activities in different contexts

Some studies point out the difference between teaching, management, services and research activities. Research has shown that women often undertake a larger share of administrative and teaching responsibilities, yet they receive fewer opportunities for promotion (Van Den Brink and Benschop 2014; Haas 2017; Ashencaen Crabtree and Shiel 2019). A study in German-speaking countries explained that this issue is connected to gendered roles where women academics are often assigned key "mothering" duties and "housekeeping" academic tasks; despite their importance, however, these gendered roles and responsibilities are not adequately acknowledged and rewarded within bureaucratic processes that exploit women to serve institutional objectives (Ashencaen Crabtree and Shiel 2019). However, values attached to different activities might have different consequences in different contexts. For instance, in countries where teaching has a higher status, such as China, women already account for half of all academic fields (Tang and Horta 2021). This indicates that women academics already hold a significant position in China, and the importance of their role is expected to either remain

steady or even strengthen in the future (Tang and Horta 2021). Moreover, China is investing more resources in research and, therefore, universities are encouraging female lecturers to develop their careers further, for instance, by doing PhDs (Dai et al. 2021). This case is interesting because a substantial influx of women with PhDs could potentially yield greater influence and improve conditions for women. Furthermore, a study in Canada found that most researchers in natural sciences and engineering faculties wish to have a definition of academic success which prioritizes different skills (such as teaching and management) and encourages individuals to focus on their strengths (Dengate, Farenhorst, and Peter 2019). In this sense, it is suggested that different types of activities need to be more valued, such as: 1) teamwork, teambuilding and support provided to others; 2) interdisciplinary and collaborative work; 3) internal and external service activities, such as, advocacy, mentoring, undergraduate training, and student service; 4) innovation and entrepreneurial efforts and 5) science promotion and communication (Dengate, Farenhorst, and Peter 2019). This implies recognizing the equal value of various activities in both the production of research and innovations and in the process of achieving the desired societal impact of these innovations.

This body of research suggests that efforts in policies and interventions on inclusive gender equality should not only focus on promoting more female researchers in male-dominated disciplines, like STEM, or improving the representation of women in higher positions, but also placing greater value on activities such as management, services, leadership and teaching, in which women are often assigned. Additionally, it is crucial to broaden research agendas to include topics that are of particular interest to women and marginalized researchers in different disciplines and recognizing the key contribution to society of female dominated disciplines such as nursery and teaching. In conclusion, tenure and promotion criteria should be broadened, made more flexible and equalized to better align with the diverse realities of academic work. These are key factors for systemic and sustaining change in academia.

3.3 Agents and strategies for change

This section is divided in four subsections about articles that address strategies for change in any form. The critical analysis of these articles consisted of identifying tools, approaches, theories, or any other contribution to change and possible change strategies for IGE. For the first part, we used articles that address issues about neoliberal values and decolonial epistemologies; for the second, we analyse what we called policy approach, which refers to policies and interventions; this is followed by the analysis about change agents and the final sections address issues of complexity perspective and, innovative perspectives to change respectively.

3.3.1 Strategies to counter systemic barriers

3.3.1.1 Focus on values and diverse epistemologies

According to Settles et al., (2022), institutional change to reduce epistemic exclusion should work in three areas: 1) increase awareness of epistemic exclusion by promoting discussions of disciplinary norms and making implicit values about good scholarship explicit, hence, offering the possibility to critique unstated and unquestioned beliefs; 2) policies and practices

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must be aligned with shifts in disciplinary values by recognizing and supporting scholars working “on the margins” and using holistic assessments in the performance evaluations; 3) achievements in the previous two areas must be monitored by tracking institutional faculty diversity (hiring, retention, and advancement) and assessing faculty perceptions of the climate (Settles et al. 2022).

Another interesting concept is epistemic disobedience. This idea comes from understanding that academia is still immersed in zero-point epistemology, which favours western, upper-class, paternalist, and meritocratic thought, detached from academics' embodied knowledge (Ramirez 2021). This brings into existence 'bodies out of place', perhaps as if knowledge is produced in the vacuum, without context or bodies involved. Epistemic disobedience is a way to demand humanity and recognition, claiming value of embodied knowledge as people of colour (Ramirez 2021). Some researchers suggest that a non-androcentric principles in which care is a key component will help to avoid academia penalizing people in moments of need (Villar-Aguiles and Obiol-Frances 2022). Other researchers claim for solidarity, as a counter value of neoliberal regimes (Espino and Croom 2022) that could be applied as collaboration through mentorship in early career stages (Breeze and Taylor 2020). A study also claims for a theory of growth rooted in love and solidarity as praxis (Van Katwyk, Zagada, and Grande 2020) and some researchers are claiming for feminist pedagogies as a path (Crimmins 2022; Heijstra and Petursdottir 2022). Other researchers call for a pedagogical philosophy based in two guiding principles, first, orientation towards a love of self and, second, towards placing all disciplines within a cultural-historical context (Fraser-Burgess et al. 2021). In the first principle, there is potential for suspending or neutralizing the symbolic and ontological violence to one's sense of belonging in academia; while, in the second principle, an understanding that positions scholars of colour to actively re-narrate their fields (Fraser-Burgess et al. 2021).

Autonomy for researchers from different backgrounds is seen as another value to be promoted. Autonomy has the potential to increase scientific ambition, collaborative efforts and pursuit of multidisciplinary and discovery-driven agendas involving higher risk, but also higher intellectual and professional rewards and prestige (Santos, Horta, and Amancio 2021). In this line, concepts such as Universities as Inclusive Learning Organizations (ILO) might help since it combines the concept of learning organization with a feminist perspective. An ILO promotes policies that challenge neoliberal perspectives to value learning more broadly and takes into account research contributions and opportunities that allow more flexible support for research and learning that would accommodate women's caregiving responsibilities (Gouthro, Taber, and Brazil 2018).

Feminist perspectives also provide tools for epistemic inclusion. Pullen et al. (2017) take the idea becoming-woman suggested by Deleuze and Guattari (1988, cited by Pullen et al., 2017), as a way to escape inequality regimes. Recognizing that the current system is built upon fixed identities, binary oppositions, and hierarchical structures that perpetuate power imbalances, alternative modes of becoming that challenge and subvert these rigid categories become a means to effect change. Becoming a woman, therefore, is a conceptual and experiential process that entails liberating oneself from predetermined gender roles and embracing a fluid, non-binary, and transformative state of being. According to Pullen et al. (2017), this process enables individuals to unleash affective flows and opens up possibilities for contesting and

transgressing the increasingly nuanced and bewildering ways in which gendered organization impacts people in the workplace. Consequently, through becoming-woman, it becomes possible to pursue an affective and affirmative politics that resists the effects of gendered organization. All and all, the focus on individual autonomy and performative strategies at individual level, such as becoming a woman, are limited in the sense that they are individualistic or even neoliberal approaches to change. These alternatives do not suffice for sustaining long-term organizational change.

In conclusion, this body of articles proposes that, to have lasting change, the politics of representation -counting more women and diverse people into neoliberal universities- is not enough as a counter-normative force (Harford 2020). Therefore, it is necessary to consider how to challenge current values that perpetuate inequality and foreground alternatives that allow to apply diverse knowledges and values in R&IOs to move to a truly inclusive research ecosystem. Hence, neoliberal values and underlying systemic structures that privilege white male scholars need to be challenged through shifts in values and practices. Furthermore, although feminist resistance to inequalities is valuable, the task is taken by women at a high emotional and socio-political cost (Heijstra and Pétursdóttir 2022) and, therefore, institutional support and networks for feminist activist in R&IOs is essential. As a conclusion, policies and interventions should promote that researchers from marginalized groups participate in contextualized programs, get support from the leadership and receive enough autonomy to shape their careers and research agendas.

3.3.2 Policy approaches to change

3.3.2.1 Designing Policies for IGE

When analysing policies, both policy design and policy implementation are important. In terms of policy design, a study about diversity documents in Dutch Universities show that time is a subtle yet key component of policy designs. Essanhaji and Reekum (2023) demonstrate that diversity documents at a Dutch university compose diversity as a problem of time for which the near future is crucial. In this way, policies legitimize action in the here-and-now to realize the relevance of a diverse future, while simultaneously delegitimizes it by envisioning diversity as a problem that resolves itself in time. Hence, the authors argue that a competition between gender and ethnic diversity emerges, as the documents engage with change for white women with realizable, concrete and time-bound actions, while people of colour appear to lag behind and have yet to arrive in a time where progress could be achieved, hence, that results in a selective non-performativity of diversity policies (Essanhaji and van Reekum 2023). Analysis of policy designs as this one could help for understanding the lack of progress in IGE and the specific aspects of the policies that need to be improved.

Hence, what type of policy designs are desirable? Policies that promote “fixing the numbers” strive to increase the representation of marginalized groups in the knowledge production systems such as R&I ecosystem in Europe. Fixing the numbers (representation) can spur change because hybrid actors destabilize inequality regimes (Thomson 2020). But more than that, policies need to promote cohesion and coalition building across social locations and organizational levels (Woods, Benschop, and van den Brink 2022). This is, promoting space

for dialogue that allows the creation of communities of change. Additionally, Smidt et al., (2021) suggest that policies need to be reformulated to include very clear actions and responsibilities, naming exactly who bears responsibility for these actions, and, most importantly, what consequences are in store if these actions are not carried out. This highlights how responsibility, transparency, monitoring, evaluating and accountability are key aspects of the implementation of any policy design. As shown in the example of Essanhaji and Reekum (2023), current diversity policies do not comply with these basic principles, usually, their goals in terms of diversity are broad and vague and the path for implementation is not clear.

3.3.2.2 Gender Equality Plans GEPs

Gender Equality Plans (GEPs) are tools that involve organizational gender self-assessment, identification and implementation of actions to bring about change (EIGE 2016). In academic and research contexts, GEPs tend to incorporate measures to address gender issues in career development, working conditions, workplace cultures and research (Palmen and Caprile 2018). Moreover, in 2022, the European Commission introduced Gender Equality Plans (GEP) as a new eligibility criterion for public bodies, research organizations and higher education establishments to get access to funding by the Horizon Europe Framework Programme for Research and Innovation (2021-2027). Previously, the European Commission Calls in Horizon 2020 Gender in Research and Innovation, provided institutional and financial support to implement GEPs within their respective partner institutions, as a seed for change. To ensure accountability, the approval of the main governing bodies in the R&IOs was required to apply for this calls. As a result, the establishment of a GEP became a collective goal for the entire institution, offering strategic purpose and validation for gender equality efforts (Thomson et al. 2022). However, implementing GEPs encounters numerous challenges, including resistance from various actors, coordination failures in complex organizations, a lack of gender expertise and tools, unclear long-term vision, and limited resources (Thomson et al. 2022). In this sense, many GEPs were created and different ways to design and analyse the impacts of GEPs has been reported recently. In this section, we present four studies that analyse the impacts, barriers and opportunities for GEPs to produce sustainable change.

Drawing on the experience of key actors directly involved in the design, planning and implementation of GEPs in Portugal, one study focuses on the resistance encountered in the implementation (Jordão, Carvalho, and Diogo 2020). The authors found that inequality was not recognized as a major problem within RPOs, and the lack of knowledge and information on gender in/equality from the academic community is the main reason for resistance to GE initiatives (Jordão, Carvalho, and Diogo 2020). It is suggested that additional measures at national level are needed to guarantee that institutional change fostered by this interventions will last.

One study that analyses seven GEPs in Europe, uses the concept of epistemic justice to reflect on the potential for GEPs to produce sustainable and transformative change towards gender equality in R&IOs (Clavero and Galligan 2021). The authors use the Theory of Capital from Bourdieu and identify symbolic capital, the prestige and recognition associated with different research activities, as the more significant form of capital in academia (Clavero and Galligan 2021). Symbolic capital is granted through formal institutions and rules, as well as informal

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rules, that reinforce one another and perpetuate gender structures of privilege and marginalization in the different levels of academic hierarchy (Clavero and Galligan 2021). The authors conclude that GEPs do not achieve transformational and sustained change in European universities because currently they do not pay enough attention to gender power structure and dynamics in creating gender injustice (Clavero and Galligan 2021). In this sense, they suggest policies need to approach gender inequality as a problem of justice and power rather than as an issue of efficiency or “loss of talent”, in which talent is assumed to be equally distributed among women and men. The business rationale besides this arguments fits with the current trend of transforming Universities into entrepreneurial universities, however, this trend ignores structural aspects related to gender equality (Clavero and Galligan 2021). Therefore, the incorporation of an epistemic justice lens in the design of GEPs would address gendered power relationships and lead to sustainable equitable outcomes (Clavero and Galligan 2021).

A research using a comparative and reflective case-study approach of four universities in different European countries investigates the role of context in translating and interpreting policies such as the GEPs (Ní Laoire et al. 2021). Policies for gender equality are often filled with numerous models and toolkits that neglect the crucial aspect of context-specificity, Brink and Benschop (2012), however, establish that gendering practices vary in academic fields and, therefore, gender equality policies should be tailored to specific disciplines, fields, organizations and even geographical locations. Thus, to understand the complex and subtle means through which the gender order is structured in academic institutions, attention needs to be pay to microlevel interactions between individuals, as in those interactions gendered structures and organizational cultures (norms, values and discourses) are visible and performed in every day practices (Ní Laoire et al. 2021). From this perspective, dialogic approaches to organizational change, in which organizations are understood as meaning making and socially constructed systems, encourage understanding stakeholders realities as a key part of transformational change (Ní Laoire et al. 2021). Context, the meaning making system as well as the broader context in which organizations are immersed, has a constitutive role in shaping the dynamics of the policy-practice interface in the field of gender equality in universities. Hence, instead of identifying best practices in one organization to copy them in different organizations, Ní Laoire et al., (2021, 590), proposed to address questions such as: *what works best here and now?*; *“who” is seeking, implementing or resisting change?*; *which stakeholders are involved in change, and whose interests are served (or not) by change?*; *“how” local, organizational and national policies, practices and cultures are to be engaged with or altered by proposed changes?*; *“which” contextual factors (again at local, organizational or national level) will work as enablers or barriers to the change?*; and *“where” the drivers or agents of change are located in the local, organizational or national power structures?* In this way, interventions embrace the idea that uneven gender relations articulate and manifest different in different contexts, affecting outcomes of gender equality interventions and policies.

A different study centres on the Community of Practices (CoP) approach for promoting GEPs implementation and a broader GE agenda in R&IOs. Three dimensions define a CoP: domain, shared interest in a topic of practice; community, mutual engagement and practices, development of a shared repertoire of resources (Thomson et al. 2022). CoPs offer tools and guidance for assessing institutional gender (in)equality, drawing inspiration from other

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organizations' measures, promoting participation through participatory approaches, accessing gender expertise networks for monitoring, and engaging stakeholders for evaluation (Espinosa, Bustelo, and Velasco 2016). Drawing on the experiences of transnational and multi-institutional communities of practice (CoPs) for gender equality (GE), the study shows that CoPs worked as networks that support change agents in promoting GE initiatives in their organizations and allowed them to build legitimacy around GE work (Thomson et al. 2022). However, the heterogeneity of having transnational, multi-institutional, and interdisciplinary CoPs raise some challenges in relation to the divergence of members' contexts and geopolitical idiosyncrasies (Thomson et al. 2022). When considering sustainable change, this case reinforces the importance of context, the need for clear and intercultural communication awareness, and above all, the significance of having a supportive community to drive institutional changes forward.

In general, this body of research shows that progress towards gender equality has been made, however, there are still a lot of challenges to create deep and durable changes. Most of the research points out to the need to link the GEPs with broader institutional process in which formal and informal arrangements and interventions are necessary. Moreover, it looks like the GEPs have the potential to be catalysts for change, if national, institutional and community support is provided, and GEPs design is reformulated by including the results of different research mentioned in this report.

3.3.2.3 Interventions

3.3.2.3.1 Gender budgeting

Gender budgeting (GB) is the application of gender mainstreaming in the budgetary process (Steinthorsdottir et al. 2019). It involves a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budget process, and restructuring revenues and expenditures to promote gender equality (Addabbo et al. 2020). While gender mainstreaming has faced criticism for reproducing neoliberal principles and policy agendas, GB is generally perceived as a powerful instrument to address unequal and unfair budgeting policies and processes (Steinþórsdóttir, Heijstra, and Einarisdóttir 2017). It offers increased transparency and can identify opportunities for resource redistribution, ultimately facilitating the achievement of gender equality goals more effectively. GB is also seen as a feminist policy change that aims to challenge power hierarchies and the devaluation of women and the feminine, seeking a more equitable distribution of resources between women and men (Steinþórsdóttir, Heijstra, and Einarisdóttir 2017; Steinhorsdottir et al. 2020). GB, however, need to relate to other policies, such as GEPs. In this way, GB connect GEPs with organizational budget cycles, promoting decision-making processes that acknowledge gender inequality issues at all organisational levels (Addabbo et al. 2020). Finally, it is considered that GEPs inclusion in GB process together with monitoring and evaluation of GEPs outcomes, will ensure the efficacy of changes (Addabbo et al. 2020).

3.3.2.3.2 Mentorship programmes

Mentorship programmes have been a very common strategy to promote changes. In countries such as India (Gandhi and Sen 2021) and South Africa (Mankayi and Cheteni 2021)

researchers recommend mentorship programs to improve the participation and leadership of women researchers in academia. There are also successful cases reported in countries such as, Kazakhstan (Kuzhabekova and Almukhambetova 2021; Yelibay 2021) and Vietnam, where mentorship is considered a key enabler for women career development (Maheshwari and Nayak 2022). However, the results about mentorship programs are far from conclusive. Some perspectives criticize mentorship programs for their individualistic approach (Breeze and Taylor 2020) and for the overemphasize on “fixing women”, referring to women “weakness”, such as confidence deficit (de Vries and van den Brink 2016). Moreover, there are also doubts about whether existing mentorship models can effectively tackle the root causes of gender inequality in the modern neoliberal workplace, and therefore, it is suggested to exploring alternative mentoring options that have the potential to genuinely challenge oppressive conditions (Harris 2022).

From our review, a global study on female and male academics research agendas shows that, in organizations with strong hierarchies, mentorship programs have also been associated with increased dependence on mentor guidance, which can delay the full development of scientific maturity of individual autonomy in research agenda decisions (Santos, Horta, and Amancio 2021). On the other hand, a research in the USA suggest that, women do have access and find potential mentors deal with four significant barriers to develop long-term mentoring relationships: 1) Need for fit, 2) demonstrating mentor capability, 3) commitment of the mentor, and 4) trust in the mentor (Saffie-Robertson 2020). In order to improve the mentorship programs they suggest to promote informal mentorships that could become long-term relationships and allow and promote the development of networking groups (Saffie-Robertson 2020). A different research suggest that identity-informed mentorship can also be a powerful tool to support career development of women from different backgrounds (Hsieh and Nguyen 2020). That is, in order to achieve better results in mentorship programs, mentors should personally understand the identities of the mentee and the types of discrimination that the mentee has to deal with.

An autoethnographic study in Scotland reflects on feminist collaboration as resistance in contrast to traditional mentorship programs. Feminist collaboration as resistance works in three related ways: firstly, horizontal ways understood as ‘essential for well-being at work’ in the face of competitive individualism; secondly, support networks to buffer entrenched ‘old boys networks’; thirdly, mentoring relationships with more experienced feminist academics to support ‘alternative career strategies’ and career progression (Breeze and Taylor 2020). In that sense, the authors argue that mentoring relationships help individuals in navigating and advancing through the insecurities and uncertainties of early career stages; however, this perspective can be seen as individualizing rather than collectivizing, as it primarily focuses on supporting early career academics within the existing career trajectory instead of actively working to transform the structural conditions that produce insecurity and uncertainty. Hence, they concluded that a feminist project of supporting ‘younger’ academics can inconsistently remediate the lack of institutional care and accountability (Breeze and Taylor 2020). Moreover, in practice, career stages function as fixed categories that position academics as either precarious or privileged. However, elements of insecurity and uncertainty coexist alongside the security of progress and accomplishments within each career stage. Therefore, in order to

address this, there is a need for a more pluralized perception of feminist academic work and careers.

A case study in the Netherlands analysed the potential of a female mentoring programme to produce transformational change (Leenders, Bleijenbergh, and Van den Brink 2020). Transformational change is defined as the capacity of gender equality interventions to empower organizational members to question and modify gendered norms and work practices to reduce systemic inequalities in power, control over goals, resources, and outcomes (Leenders, Bleijenbergh, and Van den Brink 2020). The process of transformational change involves three dimensions: 1) identifying and discussing gendered organizational norms as an essential step for recognizing work practices that perpetuate gender inequalities; 2) revising the narrative to challenge prevailing notions of gender-neutrality; and 3) experimenting with new work practices as a crucial step for implementing change (Leenders, Bleijenbergh, and Van den Brink 2020). However, this process can encounter resistance and reinforce existing gender orders, as not all organizational members may perceive the need for change. This calls for feminist interventions since change is not going to happen without clear political commitment and pressure from change agents.

To sum up, mentorship programs appear to contribute to supporting diverse young researchers in pursuing alternative career strategies and advancing in their careers. However, certain conditions must be met, such as a compatible mentor-mentee relationship that includes shared intersections enabling a deeper understanding of specific forms of discrimination. Furthermore, mentorship programs can be designed as feminist spaces that foster collective relationships and processes, rather than solely focusing on individualistic approaches. Lastly, it is important to acknowledge that mentorship programs have limitations and cannot replace the need for institutional care and accountability. Nevertheless, using the case study in the Netherlands, five specific conditions should be taken into account when designing interventions such as mentorship programs to produce transformational change: cross-mentoring (pairing mentees and mentors across faculties), questioning what is taken for granted, repeating participation, individual stories, facilitating peer support networks and addressing and equipping all participants as change agents (Leenders, Bleijenbergh, and Van den Brink 2020).

3.3.2.3.3 Other interventions

Gender bias interventions: gender disparities in the workplace result, in part, from the cumulative impact of subtle, often unintentional, biases that inadvertently benefit men and permeate various aspects of workplace structures, practices, and patterns of interactions (Cundiff et al. 2018). Because it is subtle, gender bias is difficult to detect and thus, difficult to address. A study from the USA presents The Workshop Activity for Gender Equity Simulation in the Academy (WAGES-Academic) designed to increase recognition of subtle gender bias in the academic workplace (Cundiff et al. 2018). The WAGES intervention consists of game experiments designed with factual information about gender discrimination, in which little advantages are given to one team and, in the process, the accumulative result of this advantage shows how unconscious gender bias work and impact women academic careers (Cundiff et al. 2018). The authors claim that low-cost interventions help to increase detection and reporting of gender bias in higher education institutions as long as the education process

about subtle bias is developed in a nonthreatening way, like for example with the game experiments. In Europe, raising awareness of unconscious gender bias is one of the requirements of GEPs. It will be pertinent at this point to monitor and analyse how different R&IO are implementing this requirement in their institutions and with which consequences. Nevertheless, the WAGES intervention serves as an illustrative example, offering valuable insights into the effectiveness of nonthreatening and practical learning approaches.

Gender-based diversity programs: an example of this type of programs is the ADVANCE program in USA established in 2001 by the National Science Foundation (NSF) to transform institutions to be more equitable and inclusive for women researchers in STEM (Smith et al. 2018). The "ADVANCE Project TRACS" program aimed to establish an environment that addresses people's psychological needs, such as: relatedness, the need for meaningful connections with others; autonomy, the capacity to make their own choices; and competence, a sense of capability in peoples' own activities (Deci & Ryan, 2000 cited by Smith et al. 2018). TRACS program aimed to promote gender equity through activities that fell into one of three initiatives: enhancing research capacity and opportunity, enhancing work-life integration, and enhancing cultural attunement (Smith et al. 2018). However, the notion of enhancing cultural attunement is subject to debate, as it has the potential to result in assimilation and homogeneity. Nonetheless, the article claims that all faculty from all departments were involved with the Project and the study probed that involvement with this gender-based diversity program targeting STEM women faculty benefit all who feel involved, regardless of gender or field of study.

Arts-Based Interventions into Sexism: Feminist Educators Against Sexism #FEAS, a feminist arts-based academic/activist collective that develops interventions into sexism in the academy in Australia, is the case presented as an example of arts-based interventions into sexism (Gray, Knight, and Blaise 2018). #FEAS interventions are 'doings' that interrupt and challenge normative academic spaces, such as conferences, and use a 'guerilla' methodology, intentionally creating spaces where participants can directly experience sexism and express the often difficult-to-articulate emotions associated with encountering sexism (Gray, Knight, and Blaise 2018). Sexism refers to the multiple ways in which gender discrimination appears affecting not only people identifying with the category of woman, but also people with gender identities such as lesbian women, masculine women and non-gender conforming women (Gray, Knight, and Blaise 2018). Moreover, indigenous women, women of colour and working-class women experience sexism differently from heterosexual and/or cisgender women. This suggests there are multiple sexism, intersectional and institutional structural sexism, reflected in practices that consistently privilege work by cisgender, middle class, white men (Gray, Knight, and Blaise 2018). Intersectional sexism addresses the discrimination based on the intersection of gender and other categories, while institutional structural sexism refers to discrimination based on gender. The intervention was grounded in three core concepts: 1) Collective action, drawing from feminist activism and emphasizing women empowering women; 2) Irony and humour as strategies to challenge sexism in formal academic contexts like conferences; 3) Subverting the everyday to expose the pervasive nature of sexism in the academic sphere (Gray, Knight, and Blaise 2018). These three concepts enabled women academics to discuss sexism in the spaces from which the practice is present, but discussion is absent (Gray, Knight, and Blaise 2018).

3.3.3 Change agents and change practices approach

In this perspective, we placed the articles in which change comes from people, labelled as change agents. Change agents are stakeholders who facilitate, promote, coordinate, support and implement change in organizations and can play an important role when it comes to changing organizations towards increased gender equality (Dahmen-Adkins and Peterson 2021). In this group you can consider role models or same-sex role models, which are mostly important in male dominated disciplines (Van Camp, Gilbert, and O'Brien 2019), also Equity leaders (ELs), who are internal to the organization, have informal influence or power and can broaden the impact to different parts of the organization (Li, Evans, and Bond 2023) or mentors who are champions of GE (Leenders, Bleijenbergh, and Van den Brink 2020). Ideally, for effective change agency, individuals must be willing to assume the role of change agents, possess an understanding of gendering processes within organizations, and demonstrate sensitivity to gender inequalities; the last one, often occurs through first hand experiences of marginalization (Dahmen-Adkins and Peterson 2021). Change agents can be divided in two groups, macro change agents, who can formally invoke organizational resources; and micro change agents, who usually have to adopt a range of different change practices to compensate for a lack of such resources (Dahmen-Adkins and Peterson 2021). Moving forward to efficient change on gender equality, Dahmen-Adkins and Peterson (2021) identified six useful and important change practices experienced by micro change agents in different organizational contexts: 1. communicating, 2. community building, 3. building trust and legitimacy, 4. accumulating and using resources, 5. using and transferring knowledge, and 6. drawing on personal motivation. However, change agents cannot produce changes alone, and they could experience feelings of stress, pressure and fatigue associated with their role in their organizations (Li, Evans, and Bond 2023; Thomson et al. 2022). Having a group or collective that support them could help them to address these concerns, but also, having the support of a network drives the push for institutional changes (Li, Evans, and Bond 2023; Thomson et al. 2022).

The idea of change agents and networks support the concept of configurational supports. According to Fusulier et al., (2017) the postdoctoral phase of the scientific career is the most vulnerable period for work, especially from a female point of view. According to these authors, landing in a tenured position involves a host of configurations that allow stabilization. Configurational supports that researchers find (or do not find) both in their professional environment and in their private setting are key for researchers to remain in academia (Fusulier, Barbier, and Dubois-Shaik 2017). Configurational support in the professional environment refers to having a supportive promoter, access to a career network, well-published articles, benevolent colleagues, and so on. In private life, it denotes having few marital or family constraints, or strong support from parents and a partner, easy access to services, and living near the workplace, among other factors. However, these two types of support do not appear to be equally distributed among genders. As a result, primarily, young mothers find themselves trapped in a double bind, feeling inadequate as both mothers and researchers (Marry and Jonas, 2005 cited by Fusulier, Barbier, and Dubois-Shaik 2017). In male trajectories, these configurations appear more naturalized and thus less problematic (Fusulier, Barbier, and Dubois-Shaik 2017). A way to address this from an institutional perspective is, first, to provide adequate institutional configurational support systems for female researchers and, second,

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considering the rhythm of scientific production towards “slow science”, focused on quality of research instead of quantity.

Another research in the Dutch business world studies the role of several different internal and external actors in recruitment and selection of executive boards and supervisory boards members and the dynamics among these different decision makers (Blommaert and Brink 2020). The study identifies four different actor types: *Frontrunners or champions*, usually, senior management holders identified as macro change agents because they are the most active and outspoken advocates of change; 2) *Tempered radicals*, they are often not in the position to affect change by themselves alone or command others to make change happen, hence, they tended to avoid direct confrontations with other actors and focused on formal and informal negotiations and small wins, such as putting in good words for women candidates; 3) *moderate change agents*: on the surface, they could be considered neutral towards the issue of gender equality, usually their interests are not at stake and, therefore, they are open for arguments and may change their position mainly based on the ‘business case’ for gender equality; 4) *implicit resisters*, which preferred gendered ways of recruiting and selecting, such as, holding on to gender routines and using masculine models, stereotypes, and symbols when describing the ideal candidate, they are not outspoken opponents of gender diversity on boards, maybe because of the popular discourse around beneficial effects of board diversity (Blommaert and Brink 2020). The study concludes that moderate change agents play a key role in put in motion institutional change. Moreover, three practices of coalitions of change agents are key for generating changes: seeking support, mobilizing moderate actors and counterbalancing routines. Hence, if frontrunners receive support from and mobilize moderate change agents, routine gender practices can successfully be challenged and countered, as moderates give support and legitimacy to more radical actors and can bridge the gap between the latter and resisters (Blommaert and Brink 2020).

The transformational change perspective encompasses recognizing gender differences as socially constructed and seeks to evaluate and revise the "system of oppressive relations" perpetuated within social practices in organizations (Leenders, Bleijenbergh, and Van den Brink 2020). This approach focuses on organizations as a system of cultural norms and work practices that prescribe the most appropriate and effective ways to define and accomplish work, recognize and reward ‘talent’, and how to interpret behaviour. It appears to be gender neutral, but in reality (re)produces a gendered social order in which (men and) particular forms of masculinity dominate and gender inequalities persist (Leenders, Bleijenbergh, and Van den Brink 2020). As mentioned in the section of mentorship, this approach suggests three dimensions for transformational change, focused on organizational members: 1) discussing and reflecting upon gendered organizational norms and work practices; 2) creating new narratives; and 3) experimenting with new work practices. The conditions that enable transformational change are cross-mentoring (individual perspective), questioning what is taken for granted (working on collective narratives), repeating participation (consistency) and individual stories, facilitating peer support networks and addressing and equipping all participants as change agents.

Finally, we label scholars from marginalised groups who succeed in entering R&I organizations as agent of change. Scholars from marginalised groups often engage in identity work to

minimize their 'differences' and advance in their careers. Many scholars have suggested that rather than changing social contexts, those who engage in mimicry make minimal, if any, contribution to changing power relations (Thomson 2020); however, combining the insights from postcolonial and new materialist theories Kelly Thomson (2020) argue that mimicry facilitates entry to organizations, therefore, forcing encounters between marginalized and privileged actors and by simply performing as competent members while embodying an identity that marks them as 'others', they passively disrupt the binary structure of the ideal worker. Moreover, with time, these scholars gain insight into the 'rules of the game' and acquire resources, such as senior positions and allies, which may enhance their ability to effectively challenge structures, for instance, in recruitment strategies and membership rules that disadvantage both themselves and others (Thomson 2020).

3.3.3.1 Complexity approach

The notion of complexity proposes a nonlinear relationship between inputs and outputs of policy measures, where impact depends on the interaction of a multitude of variables strongly related to context (Schmidt and Cacace 2019). Following this approach, models with the aim of achieving structural change are created including a great number of variables, encompassing multiple targets and areas of intervention, a multidimensional notion of power and a strong focus on local change dynamics.

A study in Denmark analysed the creation of gender interventions from a complexity perspective (Schmidt and Cacace 2019). From this perspective, GE interventions need to take into consideration contextual factors and recognize that there is no one dominant cause producing inequality, but several, intertwined factors (Schmidt and Cacace 2019). As gender inequality is a self-reinforcing process based on complex causation systems, what seems to be a prevailing cause of inequality at one point may shift from time to time and in different settings, as complex systems continuously adapt (Schmidt and Cacace 2019). Hence, to promote change in organizations multiple strategies, lines of action, and agents of change should be considered. The action plans were built with the aim to challenge gendered power arrangements at the institutions at different levels, hence, they focused on developing a women-inclusive environment, promoting women's leadership in research and communication, and challenging gender stereotypes in science and, for the operationalization, each of these was divided in small actions (Schmidt and Cacace 2019). We have summarized their framework in seven points organized in three levels of interventions: women-inclusive environment, which encompasses 1) actions promoting change in organizational culture and formal/ informal behaviours; 2) actions promoting work-life balance, and 3) actions supporting early-stage career development. Gender-aware science: 4) actions challenging gender stereotypes and horizontal segregation. Women's leadership of science: 5. actions promoting women's leadership in the practice of research; 6. Actions promoting women's leadership in the management of research; 7. actions promoting women's leadership in scientific communication (Schmidt and Cacace 2019).

The process of creating the plan involved the establishment of a transformational group, which included gender experts and key actors from the university, to lead the task. The implementation model utilized both top-down and bottom-up approaches, with simultaneous

cross-cutting activities to maximize impact and, in this way, the change process was put into motion. The authors reported that what kept all the elements together and provided a feasible social environment for managing them, were the continuous negotiation processes (Schmidt and Cacace 2019).

3.3.3.2 *Innovative approaches*

Systemic gender knowledge: the study premise is that gender knowledge is a necessary condition for successful gender equality interventions (Lansu, Bleijenbergh, and Benschop 2019). Systemic gender knowledge captures two main characteristics that make gender knowledge systemic. First, knowledge on the interaction of gender inequality processes and, second, endogenous thinking, which focuses on organizations as a relevant level of analysis (Lansu, Bleijenbergh, and Benschop 2019). The argument is that when members of an organization understand how their practices contribute to gender inequality, these practices can be targeted for experimentation and change (Lansu, Bleijenbergh, and Benschop 2019). Hence, successful transformative change efforts depend on of gender-related knowledge, this is recognizing and valuing the role of gendered processes and organizational practices in perpetuating gender inequality (Lansu, Bleijenbergh, and Benschop 2019).

Intersectionality as a method: intersectionality pays close attention to how racism, sexism, and classism operate simultaneously as systems of discrimination, however, translating the concept to practices and operationalize it to create policies remains a challenge. A literature review of studies about Black women in higher education in the last thirty years (Haynes et al. 2020) identified 23 empirical studies who engaged intersectionality across the three dimensions revealed by Crenshaw (1991): structural, political and representational. The 23 studies identified used four strategies, which together could be defined as an Intersectional methodology (Haynes et al. 2020). The first strategy centralizes black women as the subject, meaning, black women were the source and producers of knowledge. Centralizing Black women as the subject involved addressing the extreme invisibility and scholarly neglect that Black women experience in academy and it helps to place the research problem in its appropriate socio-political context (Haynes et al. 2020). The second strategy is use of a critical lens to uncover the macro/micro levels power relationships. This involved applying Black feminist thought, using narrative inquiry to “dig up” and endarkened feminist epistemology and employing womanist theology and critical race feminism to address issues of power (Haynes et al. 2020). The third strategy addresses how power shapes the research process. This entails politicizing the research process to dismantle research traditions that perpetuate whiteness, promote single-axis analyses, and contribute to the erasure of Black women's epistemologies; likewise, these types of power analyses place emphasis on researcher reflexivity, positionality and proximity (Haynes et al. 2020). The fourth strategy is to bring the complex identity markers of black women to the fore. This implies resisting the inclination to simplify and reduce the multifaceted experiences of Black women to a single common factor and strive to present Black women in the richness and entirety of their humanity.

The research concludes suggesting the need and possibilities for intersectional interventions and few examples are presented, for instance, the establishment of "sista-circles" or therapy groups specifically designed for Black women can provide institutional support to help them

navigate and heal from the trauma stemming from daily experiences of gendered racism (Szymanski and Lewis 2016, cited by Haynes et al. 2020). In conclusion, intersectional methodology empowers researchers to develop data-driven interventions that are transdisciplinary, effective, and catered specifically to the needs of Black women. Collaborative research efforts and inclusive learning environments that establish "counter-spaces" serve as illustrations of intersectional interventions. These spaces not only prioritize the lived experiences of Black women but also foster conditions that enable them to serve as valuable sources and producers of knowledge.

3.3.4 Perspectives from leadership

Studies have continuously shown that fewer women than men achieve leadership positions in academic institutions. Furthermore, there is plenty of literature in women leadership situation, access and styles. Likewise, issues of leadership are transversal to other sections, such as top-down approaches to change and change agents. Therefore, for this critical review section, the link between leadership and specific key topics for institutional change are discussed and only the articles that address these issues directly were included.

A study in Scotland defined the context at universities as one where power is concentrated at (male) presidential level and where managerial leadership is seen as driving change (O'Connor 2020). Based on qualitative interviews with individuals holding positions such as presidents, vice-presidents, and deans, the authors identified four categories of gender awareness: 1) denial of the existence or significance of gender (predominantly among men), 2) stereotypical awareness of gender (predominantly among men), 3) awareness of gender inequality (both men and women), and 4) gender competence (both men and women) (O'Connor 2020). The category of gender competence, despite having the fewest individuals, is regarded as the most likely to drive changes in the gender diversity of professors. From this research, it appears that the slow pace of change in the gender profile of the professoriate lies with the gender awareness of managerial leadership (O'Connor 2020). This finding aligns with research conducted in The Netherlands, which further emphasizes the significance of gender awareness and gender knowledge within managerial roles (Lansu, Bleijenbergh, and Benschop 2019).

On the other hand, there are claims that women's overall integration into upper administrative positions reduces sexual harassment (Glass, Cook, and Pierce 2020). Drawing on a framework of women as agents of change and power paradox perspectives, this study use data from newspaper reports documenting incidents of sexual harassment within higher education institutions in the USA. Researchers collected key information from the institutions mentioned in the news articles and compare variables to identify patterns. The results suggest that the inclusion of women in positions of authority has the potential to enhance awareness, prioritize concerns about harassment, strengthen anti-harassment policies, and foster a zero-tolerance climate against harassment (Glass, Cook, and Pierce 2020). These results are coherent with the agents of change perspective. However, the study highlights a crucial factor that enables women leaders to effectively drive change, collaboration among women in senior administrative roles is essential for women leaders to act as change agents (Glass, Cook, and Pierce 2020). Moreover, women, including university presidents, may face limitations in

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advancing anti-harassment policies if they are working alone or perceived as token representatives (Glass, Cook, and Pierce 2020).

Three articles from Indonesia address issues of leadership (Arquisola 2020; Arquisola et al. 2020; Wijaya Mulya and Sakhiyya 2021). Interestingly, these studies mention the importance of religion in the societal values attached to concept of leadership. For instance, Nahdlatul Ulama (NU), the country's largest and oldest Muslim mass organization, is a proponent and exemplar of moderate Islam, emphasizing three key principles: *balance (al-tawazun)*, *tolerance (altasamu)*, and *justice (al-i'tidal)* (Wijaya Mulya and Sakhiyya 2021). According to the authors, these principles extend to promote gender equality. Moreover, the research shows that the conceptualization of leadership found in their interviews shows two main discourses that contest the neoliberal discourse of meritocracy. First, constituting university leadership through a discourse of spirituality: *Amanah*. "*Amanah is an Indonesian language adopted from Arabic language which means moral responsibility of fulfilling one's obligations in the name of God*" (Wijaya Mulya and Sakhiyya 2021, 935). The concept of *Amanah* defines leadership as an "altruistic calling". From this perspective, leaders need dedication, commitment, and passion to accomplish their functions (Wijaya Mulya and Sakhiyya 2021). The concept of *amanah* offers an alternative perspective that has the potential to challenge the neoliberal meritocratic system by shifting the focus towards accountability to God and fostering a culture of trust. Second, the discourse of understanding the university as a family and leaders as parents. In contrast to the emphasis on objectivity, individualism, and competitiveness inherent in neoliberal meritocracy (LERU 2018), participants in this study expressed a sense of relationality, togetherness, and harmony when discussing their workplace and leadership role (Wijaya Mulya and Sakhiyya 2021). By framing university leadership and academic careers within the discourse of family, participants are able to challenge the notion of individualism (Wijaya Mulya and Sakhiyya 2021). Consequently, according to the study, examining university leadership from these perspectives facilitates the development of trust, nurturing, harmony, relationality, and spirituality. Leadership, understood as a God-given responsibility implies practices related to: (a) having a high sense of commitment; (b) dedication to duty; (c) devotion to the job; (d) readiness for service to the institution and country (Arquisola 2020; Arquisola et al. 2020). These qualities stand in contrast to the objectivism, individualism, corporatism, and entrepreneurialism associated with the neoliberal meritocracy (Wijaya Mulya and Sakhiyya 2021). While it is possible for trust and spirituality-based leadership approaches to be co-opted for market-driven agendas, the inclusion of spirituality in university leadership offers a chance to examine alternative conceptions of effective leadership.

We can critique this type of research for the potential of self-exploitation and the lack of boundaries and dangers of excessive collectivism. Moreover, as the overemphasis on individualism can lead to adverse consequences, the excessive emphasis on group harmony can result in indoctrination. Nonetheless, exploring these findings with respect and curiosity can provide valuable insights for sustaining change in R&IO.

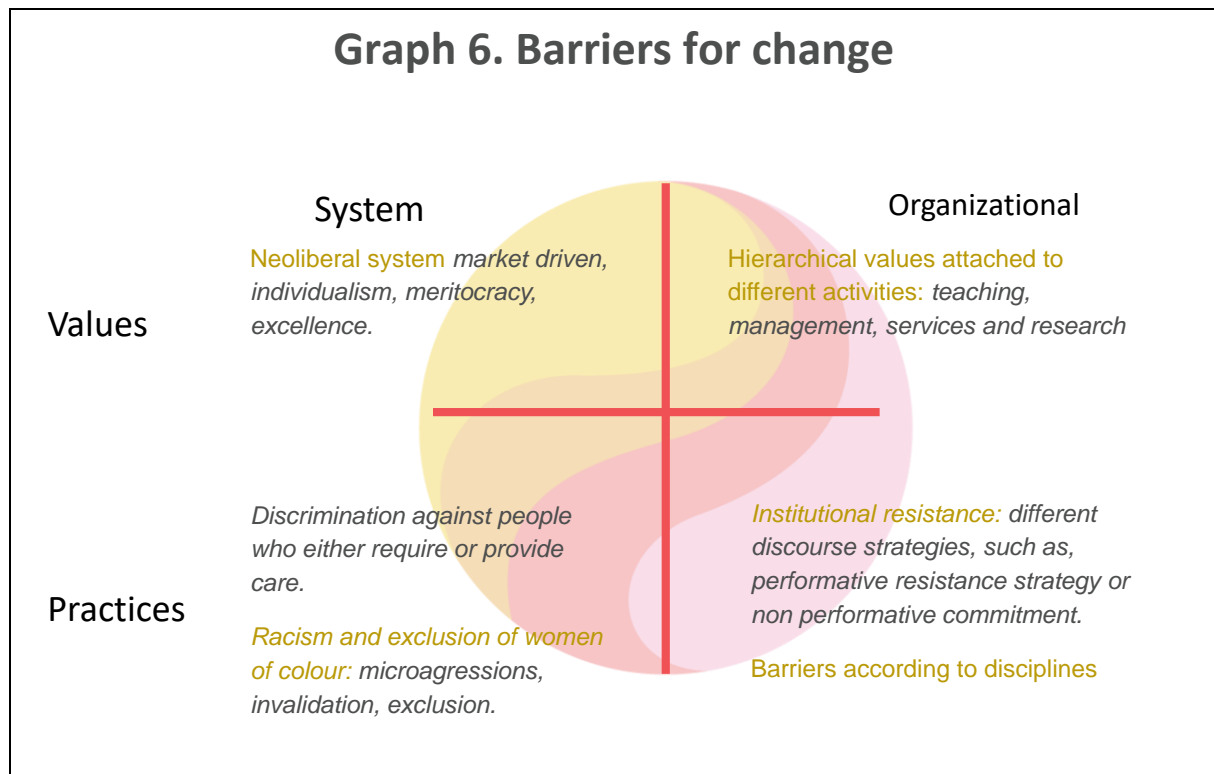
A study in Australia found that senior leaders, particularly male leaders, are more inclined than lower-level employees to perceive gender equality as present within their organizations and they are more likely to consider existing gender equality initiatives as sufficient (Cortis, Foley, and Williamson 2022). The authors use justification theory to analyse their results. System

justification theory suggests that individuals within organizations or social systems have a motivated inclination to rationalize and uphold the existing status quo (Jost & Banaji, 1994 cited by Cortis, Foley, and Williamson 2022). They found that among senior managers at the executive level, men and women held similar perspectives, indicating that privilege and rank had a stronger influence than gender (Cortis, Foley, and Williamson 2022). Furthermore, while women leaders were less likely to support the status quo compared to their male counterparts, they were more accepting of existing arrangements compared to lower-ranked women. This suggests that as women climb the organizational hierarchy, they may assimilate into workplace cultures and become less inclined to challenge the systems that have benefited them, hence, senior women leaders cannot be assumed to automatically drive organizational change for lower-ranked women solely based on their gender, and gender equality may not naturally "trickle down" (Cortis, Foley, and Williamson 2022).

Therefore, our conclusion from this section is as follows: 1) changes are slow as power in R&IO is still concentrated at (male) presidential level; 2) managerial leadership is not enough for driving change; 3) women's integration into upper administrative positions could reduce sexual harassment, as long as they have collaboration among women in senior administrative roles; 4) concepts and perspective from different knowledge systems about leadership, such as a perspective from spirituality, could bring new values and concepts to address issues of leadership; 5) women in the organizational hierarchy may assimilate into workplace cultures and become less inclined to challenge the systems that have benefited them. Hence, in order to promote sustainable and transformation change to create inclusive environments, it is not enough to have female leaders, we need a more feminist project which involve people from different genders, and it is committed to challenge the power relationships that perpetuate inequality. To achieve inclusive gender equality, executive leadership need to remove structural and cultural barriers for inclusion, while actively promoting a culture for inclusivity (Rowlands, Blackmore, and Gallant 2020).

4 Conclusions

We identified the main barriers for change and organized them into two categories: systemic and organizational. Moreover, we could identify the values and the practices attached to each category (see graph 6). This conceptual model allowed us to identify key factors for sustaining and deepening change. According to the research, addressing systemic barriers for change requires tackling values and epistemologies within R&IO. This entails addressing epistemic exclusion, prioritizing care and solidarity as fundamental values and placing greater value on management, services, leadership, and teaching activities. Additionally, research agendas should be opened to topics of greater interest to female researchers in various disciplines, hence, tenure and promotion criteria should be broadened, more flexible, and equalized to better align with the diverse realities of academic work. Many of these findings draw on feminist perspectives and show the relevance of gender awareness and knowledge in leadership.



When designing GEPs, it is crucial for them to be context-specific and supported by national-level policies. Moreover, incorporating an epistemic justice lens into GEP design would address gendered power relationships and leads to long-term changes. Communities of Practice (CoPs) and networks that support change agents and interventions are essential. GEPs should also incorporate gender budgeting, monitor and evaluate outcomes. Very clear actions and responsibilities need to be articulated, naming exactly who bears responsibility for these actions, and, most importantly, what consequences are in store if these actions are not carried out. Responsibility, transparency, monitoring, evaluating and accountability are key aspects of any policy design.

To sum up, it is necessary to address changes in different levels: 1) increase the representation and participation of marginalized groups in knowledge production, 2) implement realistic, concrete, and time-bound actions, 3) foster cohesion and coalitions of different actors across different levels and 4) prioritize care and solidarity as a core value. Finally, a general finding of this research is the relevance of communities of change that support equality interventions and change agents and drive systemic changes forward in each organizational level. A good example is the establishment of "sista-circles" or therapy groups specifically designed for Black women in one USA-based university. These communities can serve as drivers for change that are transdisciplinary, effective, and tailored specifically to the needs of marginalized women. In this sense, intersectional interventions are crucial to fostering collaborative research efforts and creating inclusive learning environments that establish "counter-spaces" enabling marginalized groups of women to become producers of knowledge and agents of change.

4.1 Main knowledge gaps

The following main gaps are identified. The first gap concerns data monitoring: data and systems about how to monitor outcomes to better understand what is more important and necessary in different contexts.

A second gap concerns leadership: there are few articles that explicitly address leadership for IGE or DEI. Hence, an important question for our KSH is how to lead for IGE with attention to collective leadership. In this same line, another relevant question could be: what type of coalitions can be the drivers for change and what would they need?

A third gap is related to intersectionality: our research shows that in Europe, there is a lack of knowledge on multiple dimensions of inequality in different disciplines (Silander et al. 2022), but also knowledge about diversity composition of staff in R&IO. In this sense, possible research questions about this topic are: 1) what is the diversity of people in European R&IO and what is their situation? How is research on intersectionality performed and how do we understand this in relation to sustaining change in R&IO? How is the concept of intersectionality operationalized into policies and with what effects? All these questions imply exploring intersections of gender with race, ethnicity, class, spiritual beliefs, disabilities, LGBTQ+ in R&IOs from Europe to move to inclusive gender equality. From our literature review, the article of Haynes et al. (2020) elucidate some starting points.

Fourth, related to intersectionality, we point to how the intersections of gender and spiritual beliefs and religion constitute a gap in thinking about inclusive gender equality in R&IO: A study in UK shows that the intersection of women and Islam has stronger consequences in discrimination, as being hijabed in academia triggered gendered-Islamophobic and micro-aggressions (Ramadan 2022). In the study, however, participants presented themselves with an empowered image which affirms their agency regarding their choices, resisting a 'fitting in' mindset, choosing to ignore religious-micro-aggressions, and buying-in the diversity discourse within their institutions (Ramadan 2022). The authors discuss that this is probably a means to 'overcorrect' gendered Islamophobia and their faith might play a role in their positive outlook. In this sense, we could ask, what is the situation of Muslim women in academy in EU? Moreover, which values in academy in EU particularly create discrimination for Muslim women? Using the learnings from this literature review on the epistemic discrimination of diverse groups mentioned in the barriers for change and the learning from spirituality and leadership from Indonesia, our perception is that discrimination in EU R&IO based on the intersection of religion and gender could be studied, not only in terms of exclusion but also in terms of knowledge production for IGE.

Finally, the role of privilege in resisting change constitutes a gap in the knowledge; we identified only one article addressing privilege and the authors claim that privilege is reproduced in part through silence (Niemistö et al. 2020). According to the authors, silence plays a role in both reproducing and maintaining privilege at different levels: individually, in terms of personal identities and interpersonal behaviors; organizationally, within the structures and practices of institutions; and societally, in broader cultural and societal contexts (Niemistö et al. 2020). These silences encompass not only literal omissions and the absence of discussions on

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specific issues but also the ways in which relevant topics are spoken about or represented, which may involve deliberate exclusions or biases (Niemistö et al. 2020). We can also analyse that the lack of study of privilege is another way to keep silence. Hence, a key reason for studying privilege is because to understand clearly how discrimination and inequality work, the power dynamics and structures that sustain inequality need to be deconstructed and the beneficiary of these structures need to be studied.

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6 Appendix

Articles included in this literature review.

Year	Author(s)	Title	Publication
2022	Cunliffe, Ann L	Must I Grow a Pair of Balls to Theorize about Theory in Organization and Management Studies?	Organization Theory
2022	Auschra, Carolin; Bartosch, Julia; Lohmeyer, Nora	Differences in female representation in leading management and organization journals: Establishing a benchmark	Research Policy
2023	Stierncreutz, Micaela; Tienari, Janne	Shaped by resistance: Discursive politics in gender equality work	Gender, Work & Organization
2017	Munar, Ana María; Khoo-Lattimore, Catheryn; Chambers, Donna; Biran, Avital	The academia we have and the one we want: on the centrality of gender equality	Anatolia
2017	Chambers, Donna; Munar, Ana María; Khoo-Lattimore, Catheryn; Biran, Avital	Interrogating gender and the tourism academy through epistemological lens	Anatolia
2017	Munar, Ana María	To be a feminist in (tourism) academia	Anatolia
2022	Garcia de Oliveira, Thaís Zimovski; Pereira, Rafael Diogo; de Pádua Carrieri, Alexandre	Narratives from Casa Tina Martins' Women's referral center: Aesthetics of existence in the struggle against gender violence.	Gender, Work & Organization
2020	Idahosa, Grace Ese-osa	Dirty Body Politics: Habitus, Gendered Embodiment, and the Resistance to Women's Agency in Transforming South African Higher Education.	Gender, Work & Organization
2022	Blanchard, Soline	Feminism through the market? A study of gender-equality consultants in France.	Gender, Work & Organization
2021	Vijay, Devi; Gupta, Shalini; Kaushiva, Pavni	With the margins: Writing subaltern resistance and social transformation.	Gender, Work & Organization
2019	Vayreda, Agnès; Conesa, Ester; Revelles-Benavente, Beatriz; González Ramos, Ana M.	Subjectivation processes and gender in a neoliberal model of science in three Spanish research centres.	Gender, Work & Organization
2019	Bilimoria, Diana; Singer, Lynn T.	Institutions Developing Excellence in Academic Leadership (IDEAL).	Equality, Diversity & Inclusion



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2020	Addabbo, T; Naciti, V; Noto, G; Vermiglio, C	Budgeting for gender equality in research performing organizations	Politica Economica
2020	Roos, H; Mampaey, J; Huisman, J; Luyckx, J	The Failure of Gender Equality Initiatives in Academia: Exploring Defensive Institutional Work in Flemish Universities	Gender & Society
2022	Gagnon, S; Augustin, T; Cukier, W	Interplay for change in equality, diversity and inclusion studies	Human Relations
2020	Rowlands, Julie; Blackmore, Jill; Gallant, Andrea	Enacting leadership professional development and the impediments to organizational and industry change in rural and regional Australia	Gender Work and Organization
2020	Utoft, EH	Exploring linkages between organisational culture and gender equality work-An ethnography of a multinational engineering company	Evaluation and Program Planning
2018	Lyness, KS; Grotto, AR	Women and Leadership in the United States: Are We Closing the Gender Gap?	Annual Review of Organizational Psychology and Organizational Behavior
2021	Ryan, TK; Mejlgard, N; Degn, L	Organizational patterns of RRI: how organizational properties relate to RRI implementation	Journal of Responsible Innovation
2022	Abaker, MOSM; Patterson, HL; Cho, BY	Gender managerial obstacles in private organizations: the UAE case	Gender in Management
2021	Chatterjee, I; Cornelissen, J; Wincent, J	Social entrepreneurship and values work: The role of practices in shaping values and negotiating change	Journal of Business Venturing
2021	Van't Foort-Diepeveen, RA; Argyrou, A; Lambooy, T	Holistic and integrative review into the barriers to women's advancement to the corporate top in Europe	Gender in Management
2021	Nelson, LK; Zippel, K	From Theory to Practice and Back: How the Concept of Implicit Bias was Implemented in Academia, and What this Means for Gender Theories of Organizational Change	Gender & Society
2021	Lamm, KW; Sapp, LR; Randall, NL; Lamm, AJ	Leadership development programming in higher education: an exploration of perceptions of transformational leadership across gender and role types	Tertiary Education and Management

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2019	Triana, MD; Richard, OC; Su, WC	Gender diversity in senior management, strategic change, and firm performance: Examining the mediating nature of strategic change in high tech firms	Research Policy
2022	Maheshwari, Greeni; Nayak, Rajkishore	Women Leadership in Vietnamese Higher Education Institutions: An Exploratory Study on Barriers and Enablers for Career Enhancement	Educational Management Administration & Leadership
2022	Espino, Michelle M; Croom, Natasha N	Doing the Work: Curating Resistance and Solidarity among Black and Chicana Womyn Faculty	International Journal of Qualitative Studies In Education (QSE)
2022	Silander, Charlotte; Haake, Ulrika; Lindberg, Leif; Riis, Ulla	Nordic Research on Gender Equality in Academic Careers: A Literature Review	European Journal of Higher Education
2021	Seale, Oliver; Fish, Patrick; Schreiber, Birgit	Enabling and Empowering Women in Leadership in South African Universities -- Assessing Needs and Designing a Response	Management in Education
2019	Amsler, Sarah; Motta, Sara C	The Marketised University and the Politics of Motherhood	Gender and Education
2020	Thomson, Kelly	Slow motion revolution or assimilation? Theorizing 'entryism' in destabilizing regimes of inequality	Current Sociology
2021	Sauer, Stefan	Changes in values: Evaluating opportunities for women's chances of female empowerment in software development.	Journal of International Women's Studies
2021	Ní Laoire, Caitríona; Linehan, Carol; Archibong, Uduak; Picardi, Ilenia; Udén, Maria	Context matters: Problematizing the policy-practice interface in the enactment of gender equality action plans in universities.	Gender, Work & Organization
2022	Thomson, Aleksandra; Palmén, Rachel; Reidl, Sybille; Barnard, Sarah; Beranek, Sarah; Dainty, Andrew R. J; Hassan, Tarek M.	Fostering collaborative approaches to gender equality interventions in higher education and research: the case of transnational and multi-institutional communities of practice.	Journal of Gender Studies
2019	Zippel, Kathrin; Ferree, Myra Marx	Organizational interventions and the creation of gendered knowledge: US universities and NSF ADVANCE.	Gender, Work & Organization



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2022	Eslen-Ziya, Hande; Yildirim, Tevfik Murat	Perceptions of gendered-challenges in academia: How women academics see gender hierarchies as barriers to achievement.	Gender, Work & Organization
2021	Bird, Sharon R.; Rhoton, Laura A.	Seeing Isn't Always Believing: Gender, Academic STEM, and Women Scientists' Perceptions of Career Opportunities.	Gender & Society
2022	van 't Foort-Diepeveen, Rosalien A.	Organizational interventions towards achieving gender equality at the corporate top: a multiple case study approach.	Equality, Diversity & Inclusion
2023	Li, Yun Ling; Evans, Karoline; Bond, Meg A.	Allies as organizational change agents to promote equity and inclusion: a case study.	Equality, Diversity & Inclusion
2023	França, Thais; Godinho, Filipa; Padilla, Beatriz; Vicente, Mara; Amâncio, Lígia; Fernandes, Ana	"Having a family is the new normal": Parenting in neoliberal academia during the COVID-19 pandemic.	Gender, Work & Organization
2021	Schmidt, Evanthia Kalpazidou	Rethinking research funding in pandemic times.	Gender, Work & Organization
2020	Blommaert, Lieselotte; Brink, Marieke	Gender Equality in Appointments of Board Members: The Role of Multiple Actors and their Dynamics.	European Management Review
2020	Leenders, Joke; Bleijenbergh, Inge L.; Van den Brink, Marieke C.L.	Myriad potential for mentoring: Understanding the process of transformational change through a gender equality intervention.	Gender, Work & Organization
2022	Nejad, Javad Soltani; Salajeghe, Sanjar; Sheikhy, Ayob	Investigating the Effect of Structural Empowerment on Burnout with Mediating the Role of Organizational and the Role of Gender Moderator (Case Study: Faculty Members of Iranian Public Universities).	بررسی تأثیرپذیری فرسودگی شغلی بر توانمندسازی ساختاری با نقش میانجی رفتار شهروندی سازمانی و نقش تعدیلگر جنسیت (مطالعه موردی: اعضای هیات علمی دانشگاه‌های دولتی ایران).
2020	Jordão, Carina; Carvalho, Teresa; Diogo, Sara	Implementing Gender Equality Plans Through an Action-Research Approach: Challenges and Resistances.	19th European Conference on Research Methodology for Business & Management Studies - ECRM 2020
2019	Laursen, Sandra L.; De Welde, Kristine	The changer and the changed.	Equality, Diversity & Inclusion



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2018	Bleijenbergh, Inge	Transformational change towards gender equality: An autobiographical reflection on resistance during participatory action research.	Organization
2017	Pullen, Alison; Rhodes, Carl; Thanem, Torkild	Affective politics in gendered organizations: Affirmative notes on becoming-woman.	Organization
2020	Wynn, AT	Pathways toward Change: Ideologies and Gender Equality in a Silicon Valley Technology Company	Gender & Society
2021	Clavero, S; Galligan, Y	Delivering gender justice in academia through gender equality plans? Normative and practical challenges	Gender Work and Organization
2018	Powell, S; Ah-King, M; Husseini, A	"Are we to become a gender university?' Facets of resistance to a gender equality project	Gender Work and Organization
2017	Kalaitzi, S; Czabanowska, K; -Davis, SF; Brand, H	Women leadership barriers in healthcare, academia and business	Equality Diversity and Inclusion
2021	Dahmen-Adkins, J; Peterson, H	Micro Change Agents for Gender Equality: Transforming European Research Performing Organizations	Frontiers in Sociology
2022	Cortis, N; Foley, M; Williamson, S	Change agents or defending the status quo? How senior leaders frame workplace gender equality	Gender Work and Organization
2022	Ibanez, M; Garcia-Mingo, E	Mapping gendered social closure mechanisms through examination of seven male-dominated occupations	Gender Work and Organization
2022	Peterson, H; Jordansson, B	Gender mainstreaming in Swedish academia: translating policy into practice	Journal of Gender Studies
2018	Kelan, EK; Wratil, P	Post-Heroic Leadership, Tempered Radicalism and Senior Leaders as Change Agents for Gender Equality	European Management Review
2021	Stewart, R; Wright, B; Smith, L; Roberts, S; Russell, N	Gendered stereotypes and norms: A systematic review of interventions designed to shift attitudes and behaviour	Heliyon

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2019	Maxwell, N; Connolly, L; Ni Laoire, C	Informality, emotion and gendered career paths: The hidden toll of maternity leave on female academics and researchers	Gender Work and Organization
2017	Bystydzienski, J; Thomas, N; Howe, S; Desai, A	The leadership role of college deans and department chairs in academic culture change	Studies in Higher Education
2022	Leisyte, L; Peksen, S; Toennes, L	The influence of a university's HRM practices on women academics' progression to management positions*	Journal of East European Management Studies
2020	Holgerson, C; Romani, L	Tokenism Revisited: When Organizational Culture Challenges Masculine Norms, the Experience of Token Is Transformed	European Management Review
2018	Holck, L	Unequal by structure: Exploring the structural embeddedness of organizational diversity	Organization
2022	Krysa, I; Kivijarvi, M	Conforming to and resisting imposed identities - an autoethnography on academic motherhood	Qualitative Research in Organizations and Management
2021	Gallego-Moron, N; Matus-Lopez, M; Galvez-Munoz, L	Perceived Barriers and Success Factors by University Faculty. Differences by Gender and Academic Ranks	Universitas Psychologica
2017	Haas, M	Caught between restrictions and freedom: Narrative biographies shed light on how gendered structures and processes affect the drop-out of females from universities	Current Sociology
2019	Bedoya-Dorado, C; Garcia-Solarte, M; Pena-Zuniga, JS; Buritica, SAP	Entry barriers and "Glass Roof" in University Management in Colombia	Cuadernos de Administracion-Universidad Del Valle
2019	Samo, AH; Ozturk, I; Mahar, F; Yaqoob, S	The way the followers fathom: exploring the nexus among women leadership styles, job satisfaction and organizational commitment	Journal of Organizational Behavior Research
2020	Saffie-Robertson, MC	It's Not You, It's Me: An Exploration of Mentoring Experiences for Women in STEM	Sex Roles

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2020	Diehl, AB; Stephenson, AL; Dzubinski, LM; Wang, DVC	Measuring the invisible: Development and multi-industry validation of the Gender Bias Scale for Women Leaders	Human Resource Development Quarterly
2022	Martinez-Pastor, JI; Jurado-Guerrero, T; Fernandez-Lozano, I; Castellanos-Serrano, C	Caring fathers in Europe: Toward universal caregiver families?	Gender Work and Organization
2020	Eddington, SM; Corple, D; Buzzanell, PM; Zoltowski, C; Brightman, A	Addressing Organizational Cultural Conflicts in Engineering with Design Thinking	Negotiation and Conflict Management Research
2019	Sharif, K	Transformational leadership behaviours of women in a socially dynamic environment	International Journal of Organizational Analysis
2020	Francis, L; Stulz, V	Barriers and facilitators for women academics seeking promotion	Australian Universities Review
2017	Van Oosten, EB; Buse, K; Bilimoria, D	The Leadership Lab for Women: Advancing and Retaining Women in STEM through Professional Development	Frontiers in Psychology
2019	Sadler, E; Wessels, JS	Transformation of the accounting profession: An autoethnographical reflection of identity and intersectionality	Meditari Accountancy Research
2020	Coetzee, M; Moosa, M	Leadership contingencies in the retention of women in higher education	Journal of Human Resource Management
2022	Villar-Aguiles, Alicia; Obiol-Frances, Sandra	Academic Career, Gender and Neoliberal University in Spain: The Silent Precariousness between Publishing and Care-Giving	British Journal of Sociology of Education
2022	Genao, Soribel; Beeman, Angie; Melaku, Tsedale M	Leaning on Our Academic Shields of Gendered Support	Journal of Education Human Resources
2022	Heijstra, Tamar Melanie; Petursdottir, Gya Margret	Sisterly Advice for Feminists in Academia When Playing the Game and Working the Cracks	Gender and Education

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2022	Crimmins, Gail	Engaging Feminist Pedagogies to Support Equality Bargaining in Academia	Gender and Education
2022	Domingo, Carmen R; Gerber, Nancy Counts; Harris, Diane; Mamo, Laura; Pasion, Sally G; Rebanal, R David; Rosser, Sue V	More Service or More Advancement: Institutional Barriers to Academic Success for Women and Women of Color Faculty at a Large Public Comprehensive Minority-Serving State University	Journal of Diversity in Higher Education
2022	Aiston, Sarah	Supporting Leadership Development: Women Academics in the Hong Kong Academy	Journal of University Teaching and Learning Practice
2021	Yelibay, Moldir	Department Chair as Mentor: Perceptions of Young Female Faculty Members from Kazakhstan	Journal of Professional Capital and Community
2021	Young, Kathryn S; Anderson, Myron	Hierarchical Microaggressive Intersectionalities: Small Stories of Women of Color in Higher Education	Aera Online Paper Repository
2021	Mankayi, Mandisa; Cheteni, Privilege	Experiences of Female Deans in South African Universities: A Phenomological Study	Cogent Education
2022	Settles, Isis H; Jones, Martinique K; Buchanan, NiCole T; Brassel, Sheila T	Epistemic Exclusion of Women Faculty and Faculty of Color: Understanding Scholar(ly) Devaluation as a Predictor of Turnover Intentions	Journal of Higher Education
2022	Ramadan, Ibtihal	When Faith Intersects with Gender: The Challenges and Successes in The Experiences of Muslim Women Academics	Gender and Education
2021	O'Connor, Pat, Ed; White, Kate, Ed	Gender, Power and Higher Education in a Globalised World. Palgrave Studies in Gender and Education	Palgrave Macmillan
2019	Heaggans, Raphael, Ed; Frierson, Henry T, Ed	Diversity and Triumphs of Navigating the Terrain of Academe: International Perspectives. Diversity in Higher Education. Volume 23	Diversity in Higher Education
2021	Alzaabi, Ibrahim; Ramirez-Garcia, Antonia; Moyano, Manuel	Gendered STEM: A Systematic Review and Applied Analysis of Female Participation in STEM in the United Arab Emirates	Education Sciences

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2021	Mousa, Mohamed	It Is Not a Man's World: Perceptions by Male Faculty of the Status and Representation of Their Female Colleagues	International Journal of Educational Management
2021	Tang, Li; Horta, Hugo	Women Academics in Chinese Universities: A Historical Perspective	Higher Education: The International Journal of Higher Education Research
2021	Ramirez, Carla C	Epistemic Disobedience and Grief in Academia	Education Sciences
2021	Smidt, Thomas Brorsen; Petursdottir, Gya Margret; Einarsdottir, orgerur	When Discourse Is Hijacked: An Implicit and Performative Resistance Strategy to Gender Equality in Higher Education	Journal of Women and Gender in Higher Education
2021	Ruan, Nian	Accumulating Academic Freedom for Intellectual Leadership: Women Professors' Experiences in Hong Kong	Educational Philosophy and Theory
2021	Wijaya Mulya, Teguh; Sakhiyya, Zulfa	'Leadership Is a Sacred Matter': Women Leaders Contesting and Contextualising Neoliberal Meritocracy in the Indonesian Academia	Gender and Education
2021	Filandri, Marianna; Pasqua, Silvia	'Being Good Isn't Good Enough': Gender Discrimination in Italian Academia	Studies in Higher Education
2021	Crimmins, Gail; Casey, Sarah; McIntyre, Joanna	Neoliberal Performativity in Higher Education: Ethical Dilemmas Encountered When Reporting on the Lived Experience of Women Living in Drought-Affected Regions	Gender and Education
2021	Martini, Mara; De Piccoli, Norma	Evaluation of USVreact: A Staff Training Program to Prevent Sexual Violence at Universities	Health Education & Behavior
2021	Santos, Joao M; Horta, Hugo; Amancio, Ligia	Research Agendas of Female and Male Academics: A New Perspective on Gender Disparities in Academia	Gender and Education
2021	Dai, Hai Min; Ju, Bei; Teo, Timothy; Rappa, Natasha Anne	Understanding Chinese Female University Teachers' Intention to Pursue a PhD Degree: Some Insights from a Chinese University	Higher Education: The International Journal of Higher Education Research

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2021	Rollock, Nicola	"I Would Have Become Wallpaper Had Racism Had Its Way": Black Female Professors, Racial Battle Fatigue, and Strategies for Surviving Higher Education	Peabody Journal of Education
2021	Lipton, Briony	Academics' Dress: Gender and Aesthetic Labour in the Australian University	Higher Education Research and Development
2021	Yarrow, Emily	Knowledge Hustlers: Gendered Micro-Politics and Networking in UK Universities	British Educational Research Journal
2021	Gokturk, Soheyda; Tulubas, Tijen	Survival of the Fittest: Women's Academic Experiences of Navigating Neoliberal Expectations in Turkish Universities	Gender and Education
2021	Gandhi, Meenakshi; Sen, Kakoli	Missing Women in Indian University Leadership: Barriers and Facilitators	Educational Management Administration & Leadership
2021	Nash, Meredith; Grant, Ruby; Lee, Li-Min; Martinez-Marrades, Ariadna; Winzenberg, Tania	An Exploration of Perceptions of Gender Equity among SAGE AthenaMembers in a Regional Australian University	Higher Education Research and Development
2021	Fraser-Burgess, Sheron Andrea; Warren-Gordon, Kiesha; Humphrey, Jr, David L; Lowery, Kendra	Scholars of Color Turn to Womanism: Countering Dehumanization in the Academy	Educational Philosophy and Theory
2021	Morley, Louise; Lund, Rebecca W B	The Affective Economy of Feminist Leadership in Finnish Universities: Class-Based Knowledge for Navigating Neoliberalism and Neuroliberalism	Discourse: Studies in The Cultural Politics of Education
2021	Elliott, Marta; Blithe, Sarah J	Gender Inequality, Stress Exposure, and Well-Being among Academic Faculty	International Journal of Higher Education
2021	Jones, Lisa; Maguire, Meg	Investing Ourselves: The Role of Space and Place in Being a Working-Class Female Academic	Discourse: Studies in The Cultural Politics of Education
2021	Barr-Walker, Jill; Hoffner, Courtney; McMunn-Tetangco, Elizabeth; Mody, Nisha	Sexual Harassment at University of California Libraries: Understanding the Experiences of Library Staff Members	College & Research Libraries

D2.1 KSH Deepening and Sustaining Change

2021	Kuzhabekova, Aliya; Almukhambetova, Ainur	Women's Progression through the Leadership Pipeline in the Universities of Kazakhstan and Kyrgyzstan	Compare: A Journal of Comparative and International Education
2021	Perales Franco, Cristina; McCowan, Tristan	Rewiring Higher Education for the Sustainable Development Goals: The Case of the Intercultural University of Veracruz, Mexico	Higher Education: The International Journal of Higher Education Research
2020	Miller, Natalie	Too Strong for a Woman: How Bernice Sandler Created Title IX to Break Barriers for Female Faculty in Higher Education	History Teacher
2020	Ruan, Nian	Female Professors Developing Intellectual Leadership in Hong Kong: Considering Disciplinary, Institutional and Gender Factors	Journal of Comparative and International Higher Education
2020	Arquisola, Maria Jacinta	'The Ties That Bind': Indonesian Female Academic Leaders' Agency and Constraints in Higher Education	European Journal of Educational Management
2020	Clavero, Sara; Galligan, Yvonne	Analysing Gender and Institutional Change in Academia: Evaluating the Utility of Feminist Institutionalist Approaches	Journal of Higher Education Policy and Management
2020	Ramund-Mansingh, Aradhana	Understanding the Career Trajectories of Black Female Academics in South Africa: A Case Study of UKZN	Perspectives in Education
2020	Craig, Cheryl J	Fish Jumps over the Dragon Gate: An Eastern Image of a Western Scholar's Career Trajectory	Research Papers in Education
2020	Haynes, Chayla; Joseph, Nicole M; Patton, Lori D; Stewart, Saran; Allen, Evette L	Toward an Understanding of Intersectionality Methodology: A 30-Year Literature Synthesis of Black Women's Experiences in Higher Education	Review of Educational Research
2020	McCullough, Laura	Barriers and Assistance for Female Leaders in Academic STEM in the US	Education Sciences
2020	Van Katwyk, Trish; Zagada, Shella; Grande, Santiago	Critical Considerations of Power in Academia: An Emerging Theory of Growth Rooted in the Margins of Love, Solidarity and Praxis	Journal For Critical Education Policy Studies
2020	Glass, Christy; Cook, Alison; Pierce, Brandon	Do Women in Leadership Reduce Sexual Harassment Claims on College Campuses?	Journal of Women and Gender in Higher Education

D2.1 KSH Deepening and Sustaining Change

2020	Aiston, Sarah Jane; Fo, Chee Kent; Law, Wing Wah	Interrogating Strategies and Policies to Advance Women in Academic Leadership: The Case of Hong Kong	Journal of Higher Education Policy and Management
2020	O'Connor, Pat	Creating Gendered Change in Irish Higher Education: Is Managerial Leadership up to the Task?	Irish Educational Studies
2020	Harford, Judith	The Path to Professorship: Reflections from Women Professors in Ireland	Irish Educational Studies
2020	Durodoye, Raifu; Gumpertz, Marcia; Wilson, Alyson; Griffith, Emily; Ahmad, Seher	Tenure and Promotion Outcomes at Four Large Land Grant Universities: Examining the Role of Gender, Race, and Academic Discipline	Research in Higher Education
2020	Brorsen Smidt, Thomas; Bondestam, Fredrik; Petursdottir, Gya Margret; Einarsdottir, orgerur	Expanding Gendered Sites of Resistance in the Neoliberal Academy	European Journal of Higher Education
2020	Veliz, Daniela	Experiences of International Women Faculty at One Striving University	Journal of Women and Gender in Higher Education
2020	Hsieh, Betina; Nguyen, Huong Tran	Identity-Informed Mentoring to Support Acculturation of Female Faculty of Color in Higher Education: An Asian American Female Mentoring Relationship Case Study	Journal of Diversity in Higher Education
2020	Breeze, Maddie; Taylor, Yvette	Feminist Collaborations in Higher Education: Stretched across Career Stages	Gender and Education
2020	Semela, Tesfaye; Bekele, Hirut; Abraham, Rahel	Navigating the River Nile: The Chronicle of Female Academics in Ethiopian Higher Education	Gender and Education
2020	Anderson, Julie; Goodall, Helen; Trahar, Sheila	Women in Powerful Conversation: Collaborative Autoethnography and Academia	International Journal of Qualitative Studies in Education (QSE)
2020	Steinorsdottir, Finnborg S; Einarsdottir, Þorgerður; Petursdottir, Gyða M; Himmelweit, Susan	Gendered Inequalities in Competitive Grant Funding: An Overlooked Dimension of Gendered Power Relations in Academia	Higher Education Research and Development

D2.1 KSH Deepening and Sustaining Change

2020	Arquisola, Maria Jacinta; Zutshi, Ambika; Rentschler, Ruth; Billsberry, Jon	Academic Leaders' Double Bind: Challenges from an Indonesian Perspective	International Journal of Educational Management
2020	Gabriel, Deborah, Ed	Transforming the Ivory Tower: Models for Gender Equality and Social Justice	Trentham Books
2019	Edwards, Lauren Hamilton; Holmes, Maja Husar; Sowa, Jessica E	Including Women in Public Affairs Departments: Diversity Is Not Enough	Journal of Public Affairs Education
2019	Belluigi, Dina Zoe; Thondhlana, Gladman	'Why Mouth All the Pieties?' Black and Women Academics' Revelations about Discourses of 'Transformation' at an Historically White South African University	Higher Education: The International Journal of Higher Education Research
2019	Castano, Cecilia; Vazquez-Cupeiro, Susana; Martinez-Cantos, José; Luis	Gendered Management in Spanish Universities: Functional Segregation among Vice-Rectors	Gender and Education
2019	Ashencaen Crabtree, Sara; Shiel, Chris	"Playing Mother": Channeled Careers and the Construction of Gender in Academia	Sage Open
2019	Dengate, Jennifer; Farenhorst, Annemieke; Peter, Tracey	Sensible or Outdated? Gender and Opinions of Tenure Criteria in Canada	Canadian Journal of Higher Education
2019	Rowlands, Julie	The Domestic Labour of Academic Governance and the Loss of Academic Voice	Gender and Education
2019	Van Camp, Amanda R; Gilbert, Patricia N; O'Brien, Laurie T	Testing the Effects of a Role Model Intervention on Women's STEM Outcomes	Social Psychology of Education: An International Journal
2019	Mehra, Bharat	The Non-White Man's Burden in LIS Education: Critical Constructive Nudges	Journal of Education for Library and Information Science
2019	Komlenac, Nikola; Gustafsson Senden, Marie; Verdonk, Petra; Hochleitner, Margarethe; Siller, Heidi	Parenthood Does Not Explain the Gender Difference in Clinical Position in Academic Medicine among Swedish, Dutch and Austrian Physicians	Advances in Health Sciences Education

D2.1 KSH Deepening and Sustaining Change

2019	Harris, Jessica C; Patton, Lori D	Un/Doing Intersectionality through Higher Education Research	Journal of Higher Education
2019	Baltaru, Roxana-Diana	Universities' Pursuit of Inclusion and Its Effects on Professional Staff: The Case of The United Kingdom	Higher Education: The International Journal of Higher Education Research
2019	O' Hagan, Clare; O'Connor, Pat; Myers, Eva Sophia; Baisner, Liv; Apostolov, Georgi; Topuzova, Irina; Saglamer, Gulsun; Tan, Mine G; Caglayan, Hulya	Perpetuating Academic Capitalism and Maintaining Gender Orders through Career Practices in STEM in Universities	Critical Studies in Education
2019	Morley, Louise; Leyton, Daniel; Hada, Yumiko	The Affective Economy of Internationalisation: Migrant Academics in and out of Japanese Higher Education	Policy Reviews in Higher Education
2019	O'Connor, Pat	Gender Imbalance in Senior Positions in Higher Education: What Is the Problem? What Can Be Done?	Policy Reviews in Higher Education
2019	Brower, Rebecca L; Schwartz, Robert A; Bertrand Jones, Tamara	'Is It Because I'm a Woman?' Gender-Based Attributional Ambiguity in Higher Education Administration	Gender and Education
2019	Davies, Chantal; Healey, Ruth	Hacking through the Gordian Knot: Can Facilitating Operational Mentoring Untangle the Gender Research Productivity Puzzle in Higher Education?	Studies in Higher Education
2018	Smith, Jessi L; Handley, Ian M; Rushing, Sara; Belou, Rebecca; Shanahan, Elizabeth A; Skewes, Monica C; Kambich, Lexie; Honea, Joy; Intemann, Kristen	Added Benefits: How Supporting Women Faculty in STEM Improves Everyone's Job Satisfaction	Journal of Diversity in Higher Education
2018	Gray, Emily; Knight, Linda; Blaise, Mindy	Wearing, Speaking and Shouting about Sexism: Developing Arts-Based Interventions into Sexism in the Academy	Australian Educational Researcher
2018	Stockard, Jean; Greene, Jessica; Richmond, Geraldine; Lewis, Priscilla	Is the Gender Climate in Chemistry Still Chilly? Changes in the Last Decade and the Long-Term Impact of COACH-Sponsored Workshops	Journal of Chemical Education



D2.1 KSH Deepening and Sustaining Change

2018	Ashencaen Crabtree, Sara; Shiel, Chris	Loaded Dice: Games Playing and the Gendered Barriers of the Academy	Gender and Education
2018	Cundiff, Jessica L; Danube, Cinnamon L; Zawadzki, Matthew J; Shields, Stephanie A	Testing an Intervention for Recognizing and Reporting Subtle Gender Bias in Promotion and Tenure Decisions	Journal of Higher Education
2018	Posselt, Julie; Porter, Kamaria B; Kamimura, Aurora	Organizational Pathways toward Gender Equity in Doctoral Education: Chemistry and Civil Engineering Compared	American Journal of Education
2018	Allen, Tawannah G; Flood, Chena' T	The Experiences of Women in Higher Education: Who Knew There Wasn't a Sisterhood?	Leadership and Research in Education
2018	Shah, Saeeda	'We Are Equals'; Datum or Delusion: Perceptions of Muslim Women Academics in Three Malaysian Universities	British Journal of Sociology of Education
2018	Gouthro, Patricia; Taber, Nancy; Brazil, Amanda	Universities as Inclusive Learning Organizations for Women?: Considering the Role of Women in Faculty and Leadership Roles in Academe	Learning Organization
2018	Beddoes, Kacey; Schimpf, Corey	What's Wrong with Fairness? How Discourses in Higher Education Literature Support Gender Inequalities	Discourse: Studies in The Cultural Politics of Education
2017	Kelly, Bridget; Winkle-Wagner, Rachelle	Finding a Voice in Predominantly White Institutions: A Longitudinal Study of Black Women Faculty Members' Journeys toward Tenure	Teachers College Record
2017	Boateng, Fred Kofi	Unfettering the Ball and Chain of Gender Discrimination: Gendered Experiences of Senior STEM Women in Ghana	Cogent Education
2017	Tian, Mei; Lu, Genshu	What Price the Building of World-Class Universities? Academic Pressure Faced by Young Lecturers at a Research-Centered University in China	Teaching in Higher Education
2017	Carroll, Doris	A Faculty Woman of Color and Micro-Invalidations at a White Research Institution: A Case of Intersectionality and Institutional Betrayal	Administrative Issues Journal: Connecting Education, Practice, and Research

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2017	Pasquerella, Lynn; Clauss-Ehlers, Caroline S	Glass Cliffs, Queen Bees, and the Snow-Woman Effect: Persistent Barriers to Women's Leadership in the Academy	Liberal Education
2017	Ustun, Suzan; Gumuseli, Ali Ilker	Many Lives of Women Rectors at Turkish Universities	Journal of Education and Training Studies
2017	Davis, Shametrice; Brown, Kelly	Automatically Discounted: Using Black Feminist Theory to Critically Analyze the Experiences of Black Female Faculty	International Journal of Educational Leadership Preparation
2017	Nyoni, Watende Pius; He, Chen; Yusuph, Mashala Lameck	Sustainable Interventions in Enhancing Gender Parity in Senior Leadership Positions in Higher Education in Tanzania	Journal of Education and Practice
2017	Fusulier, Bernard; Barbier, Pascal; Dubois-Shaik, Farah	"Navigating" through a Scientific Career: A Question of Private and Professional Configurational Supports	European Educational Research Journal
2017	Latti, Johanna	Individualized Sex Equality in Transforming Finnish Academia	European Educational Research Journal
2017	Loison, Anne; Paye, Simon; Schermann, Agnes; Bry, Clementine; Gaillard, Jean-Michel; Pelabon, Christophe; Brathen, Kari-Anne	The Domestic Basis of the Scientific Career: Gender Inequalities in Ecology in France and Norway	European Educational Research Journal
2017	Kuzhabekova, Aliya; Almukhambetova, Ainur	Female Academic Leadership in the Post-Soviet Context	European Educational Research Journal
2017	Nielsen, Mathias Wullum	Scandinavian Approaches to Gender Equality in Academia: A Comparative Study	Scandinavian Journal of Educational Research
2017	Lipton, Briony	Measures of Success: Cruel Optimism and the Paradox of Academic Women's Participation in Australian Higher Education	Higher Education Research and Development
2017	Booi, Masixole; Vincent, Louise; Liccardo, Sabrina	Counting on Demographic Equity to Transform Institutional Cultures at Historically White South African Universities?	Higher Education Research and Development

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2019	Schmidt, Evanthia Kalpazidou; Cacace, Marina	Setting up a dynamic framework to activate gender equality structural transformation in research organizations	Science and Public Policy
2019	Lansu, Monic; Bleijenbergh, Inge; Benschop, Yvonne	Seeing the system: Systemic gender knowledge to support transformational change towards gender equality in science	Gender, Work & Organization
2022	Heijstra, Thamar Melanie; Pétursdóttir, Gyða Margrét	Feminist Academics Strategically Playing Offense/Defense in Pursue of Academic and Societal Change	NORA - Nordic Journal of Feminist and Gender Research
2022	Feldman, Martha S; Pentland, Brian T	Routine dynamics: Toward a critical conversation	Strategic Organization
2021	Sautier, Marie	Move or perish? Sticky mobilities in the Swiss academic context	Higher Education
2020	Anderson, Kim; Cidro, Jaime	Because We Love Our Communities: Indigenous Women Talk About Their Experiences as Community-Based Health Researchers	Journal of Higher Education Outreach and Engagement
2022	Essanhaji, Zakia; van Reekum, Rogier	Following diversity through the university: On knowing and embodying a problem	The Sociological Review
2023	Essanhaji, Zakia; van Reekum, Rogier	A matter of time: differential enactments of institutional time in diversity policy documents	British Journal of Sociology of Education
2020	Niemistö, Charlotta; Hearn, Jeff; Karjalainen, Mira; Tuori, Annamari	Interrogating silent privileges across the work–life boundaries and careers of high-intensity knowledge professionals	Qualitative Research in Organizations and Management: An International Journal
2017	Steinþórsdóttir, Finnborg Salome; Heijstra, Thamar Melanie; Einarsdóttir, Þorgerður Jennýjardóttir	The making of the 'excellent' university: A drawback for gender equality	Ephemera: Theory & Politics in Organization

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