



**UCT PRAGUE**



gender & science

# **Organizational change in research organizations: Contextual factors**

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# Structural change: What is it?

- A dominant approach to promoting gender equality in research today
- Modeled on NSF ADVANCE program (2001), launched in Europe in 2009
  - Huge differences in funding and number of institutions supported
- 3 priorities
  - Gender balance in research teams, including work life balance issues
  - Gender balance in decision making
  - Gender dimension in research content
- From fixing women to fixing institutions and fixing knowledge
  - Stresses the need to address gender inequality at structural level, not as an individual problem
  - Holistic
  - Cultural / symbolic, institutional, interpersonal, individual - intertwined
  - Individual-focused actions easier to implement (Fox, Sonnert, Nikiforova 2011)

# Structural change: One size fits all

- Essential elements of structural change (European Commission 2012)
  - Knowing the institution
    - Statistics, climate surveys
    - Having gender expertise
  - Securing top level support
    - Engaged in goal formulation for the gender equality plan and fully committed
    - Gender policy unit with resources
  - Generating effective management practices
    - Build gender sensitive management competences, peer learning
- Sameness
  - One Europe
    - e.g. calls for proposals: more advanced and less advanced countries and institutions
    - Less advanced (understand Eastern European) countries will eventually catch up with more advanced (understand Western European) countries
    - Mutual learning as an instrument – we can learn from each other

# Structural change: Differences

- Geopolitical histories and presences
  - Interrogate the notion the CEE countries lagging behind WE countries and eventually catching up with them
    - Non-linear developments and backlashes: women's emancipation East and West pre-1989 – who is catching up with what and when?
    - Backlash against gender and feminist studies: displays of this may appear East and West but manifestations in HU, PL and CZ are open, supported at top levels
- Differences in gender equality cultures and regimes
- Socio-economic, political, legislative differences
- Research and higher education environments
  - Assessment systems, managerialist reforms, proportions of competitive funding etc.
- Institutional cultures
  - Human resource management culture, accountability and governance, transparency
- Disciplinary differences

# Structural change as a trading zone

- Trading zone (Galison 1999)
  - Locations “in which communities with a deep problem of communicating manage to communicate” (Collins, Evans, and Gorman 2007: 658)
  - Discursive and material practices
  - Interactional expertise (Gorman 2010: 294)
- Power differentials in the trading zone
  - Internal / external
  - Disciplinary – social science / gender + feminist / natural science
  - Institutional hierarchies
- Partially shared understandings (Rosbach 2012: 23)
- Fractionated trading zones (Collins, Evans, Gorman 2007)
  - Membership is heterogeneous and collaborative

# Trading zone (Gorman et al 2007: 17)

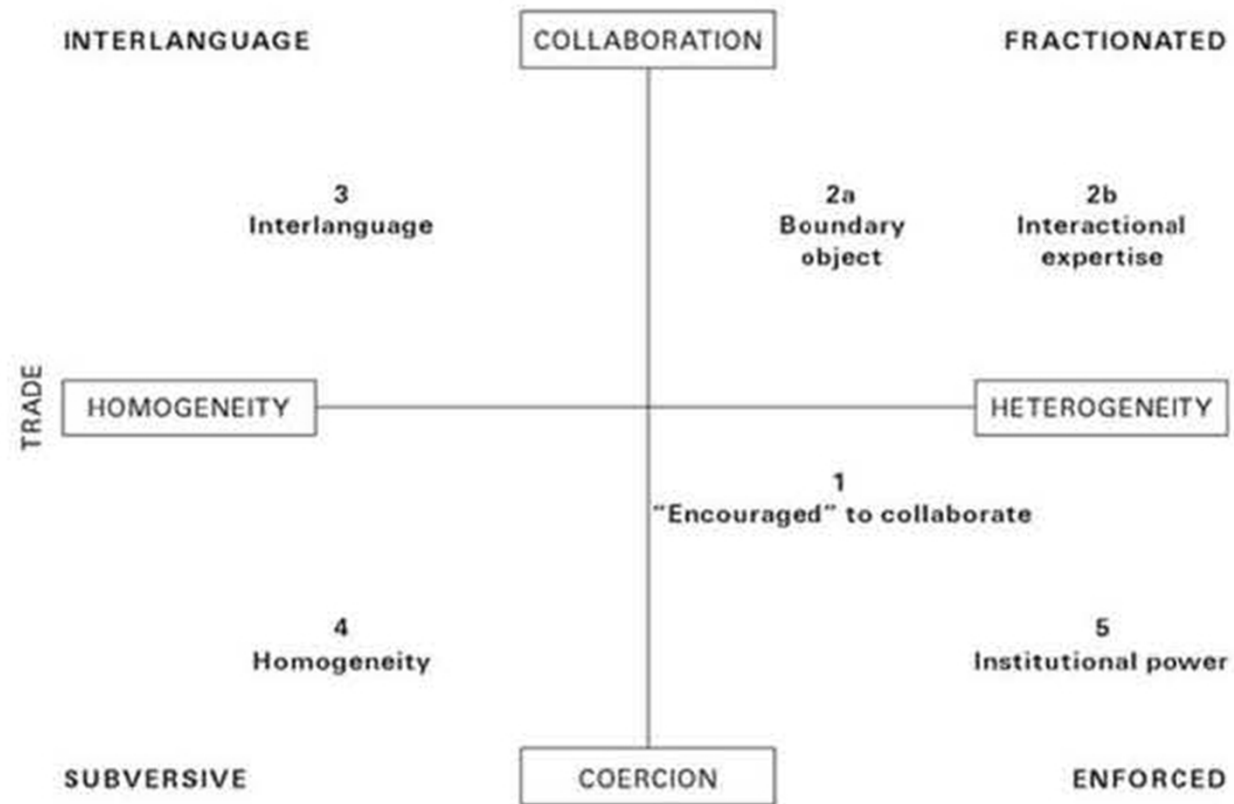


Figure 2.2  
Evolution of a trading zone.

# Disciplinary trading zone

- Epistemic hierarchy of disciplines
- Positivist and objectivist requirements
  - Representativity
  - Reproducibility
- The status of qualitative sociological research and ethics
  - Interviews and focus groups rejected as a reliable epistemic technology
  - Questionnaire survey
    - Objection that people self-select to participate
    - Anonymity and lack of trust – leadership will get access to individualized raw data
- The status of gender knowledge and expertise
  - “Gender ideology”
- **Implications for knowing the institution requirement and mobilizing institutional engagement of stakeholders, communication**

# Policy of solidarity

- Policy of solidarity (Warnke 2012: 10)
  - Recognition of mutual otherness and insight, of difference
  - Sensitivity and empathy, ability to listen and work with others' enactments of reality
  - Building interactional expertise
- Building a common *jargon* (common words and expressions) to facilitate communication (then more complex “pidgin” to full blown new “creole”)
  - TRIGGER project: From gender equality to balance: balance is a boundary object which “can provide an initial common focus and facilitate communication until a deeper shared understanding can be developed” (Rosbach 2012: 23)
- Two way street
- Are there limits to the recognition of difference and empathy? Distribution of understanding and empathy?