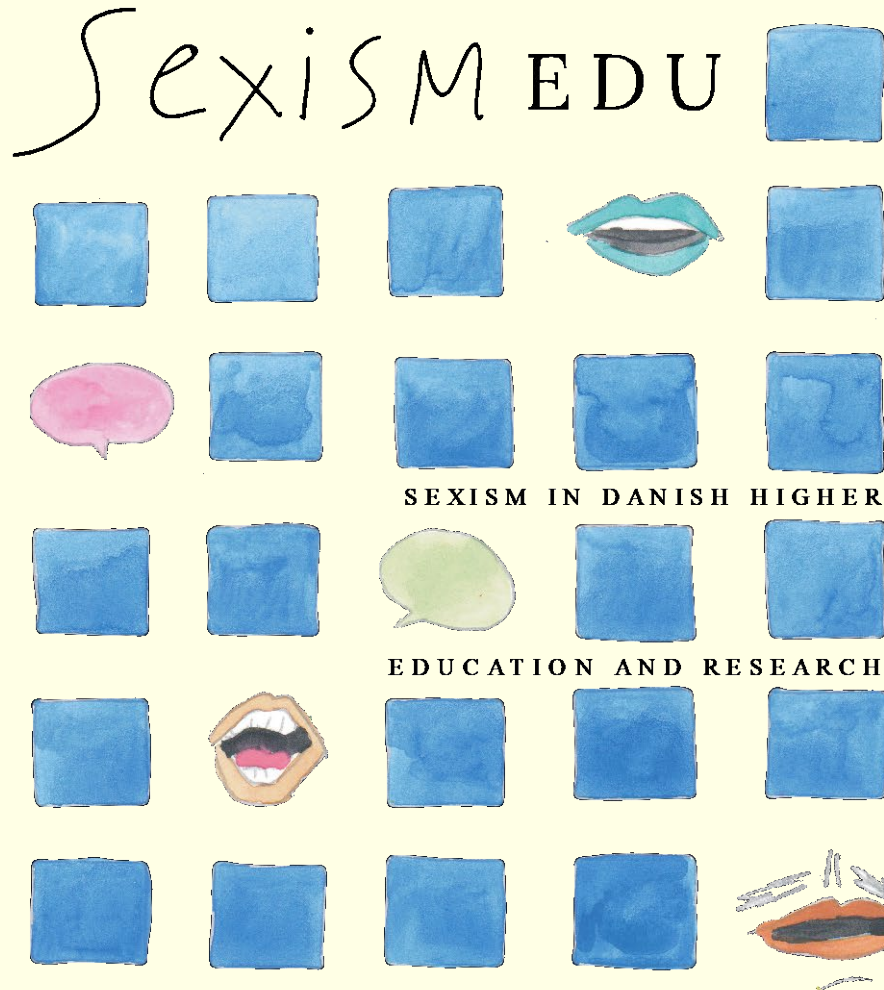


Sexism EDU



Sexism in Higher Education and Research: Book Launch

Aarhus University
University of Southern Denmark
Copenhagen Business School

Sexism in Higher Education and Research: Book Launch

SEXISM EDU

16.00 – 16.10

Welcome by **Mie Plotnikof**, Associate Professor, Aarhus University

16.10 – 16.20

University Management Perspective: **Inger Askehave**, Constituted President, Copenhagen Business School

16.20 – 16.30

Presenting the Book: **Anna Franciska Einersen**, Research Assistant, Copenhagen Business School

16.30 – 16.40

Sexism and the Leaky Pipeline: **Jo Krøjer**, Associate Professor, Roskilde University

16.40 – 16.50

Bias and Everyday Sexism: **Sara Louise Muhr**, Professor (mso), Copenhagen Business School

16.50 – 17.00

Listening to the victims' voices: **Lea Skewes**, Post Doc, Aarhus University

17.00 – 17.10 Break

17.10 – 17.20

Processes and Responses: **Sorcha MacLeod**, Marie Curie Fellow, Associate Professor, Copenhagen University

17.20 – 17.30

Engaging with the elephant in the room: Sexism in an organizational perspective: **Eva Sophia Myers**, Head of section, Leader of SDU's Gender Equality Team, HR, University of Southern Denmark

17.30 – 17.40

The Pedagogics and Method of Vignettes as a Tool to Counteract Sexism: **Ana Maria Munar**, Associate Professor, Copenhagen Business School

17.40 – 17.50

University Management Perspective: **Johnny Laursen**, Dean, Faculty of Arts, Aarhus University

17.50 – 18.30 Parallel workshops designed to work with - and train participants in - the methods of the book: Facilitated by the authors of the book

18.30 – 20.00 Reception: Fingerfood and Bubbles

Organised by Aarhus University, University of Southern Denmark, and Copenhagen Business School





Welcome

Mie Plotnikof
Associate Professor
Aarhus University

Why a petition on sexism?

SEXISM EDU

Oct 2020: a petition with 689 signatures and even more testimonies

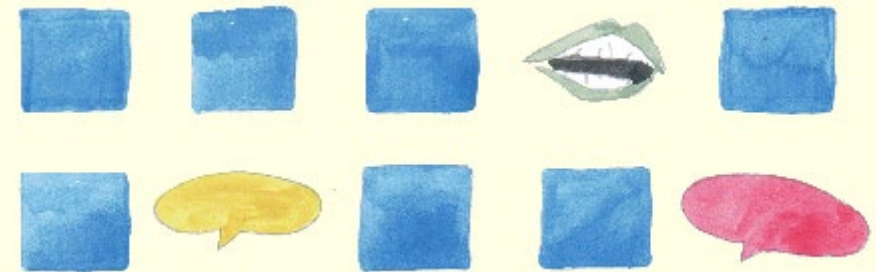
Today: a book on understanding, exploring and acting on sexism

Why?

- To *elucidate* and *legitimize* sexism as a current, relevant problem
- To *nuance insights* into what sexism may look like and how it works
- To *contribute* to and *qualify* efforts to counter-act sexism
- To *give voice* to precarious, silenced, hurting or otherwise affected actors

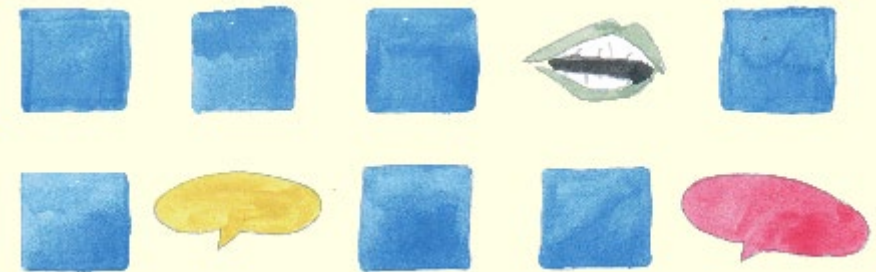
Thanks to all who trusted us with their names, stories, support and help!

This book is in honour of all of you.



Why this book?

- Not a new problem, after #metoo we talk (more) about it
 - What experiences of sexism have we heard of? What have we become surprised or touched by, or maybe aware of?
 - Take a second and recall a story...
 - How do you react or feel, when thinking of this?
 - Regret? Discomfort? Sorrow? Annoyance? Anger? Indignation? Indifference?
- With that in the back of your head...



"I would like to start by stressing a heartfelt gratitude for your work with collecting testimonies of sexism and gender-based harassment in the academy. It was necessary and it has been longed for.

I have myself - like many others unfortunately - experienced the severe consequences that sexism can have... and my life has been in ruins the past year.

It is so important that we share our experiences with discriminatory and condescending behaviors based on gender with each other, but especially that we report them to appropriate actors.

But HR departments and University managements are busy washing their hands. So I am grateful that you along with the many, many signatures on the petition are raising this debate and address this critical matter across the Danish academy.

Only a few colleagues of mine know that my sick leave is due to a sexism case. Sharp elbows, tough competition, gossip and a culture of "loosen up, can't you take a joke?", governs our research environments. And I am a single mom, so I already have all odds against making a career in academia. A sick leave makes me weak and vulnerable, but a sexism case would completely destroy me.

That's why I was quietly hoping that someone would help me and everyone else who have been and still are subjected to sexism. Because I dare not speak up with my name.

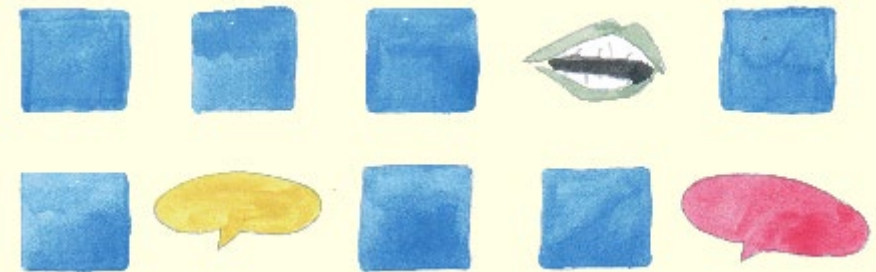
I hope you will let the rest of the group know that I started crying (from joy as well as pain) this morning when I read about this in Politiken.

Thank you so very much."

Why engage with this?

This is “just” one person.

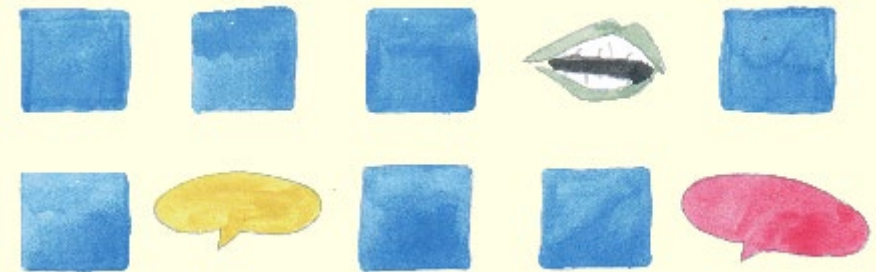
- Yes. But it counts along with 689 signatures, testimonies and ...
- Countless emails from people who dared not speak up and sign the petition.
- Why do we need to engage in this?
 - The ‘easy’ answer: uneven power relations across hierarchies, high-pace performance systems, competition dynamics and precarious employment structures.
 - The tough answer: lives are being destroyed and talents are lost, affecting our shared future.
- So this is for...
 - the silenced ones
 - the precarious ones
 - the ones who did not make it
 - the ones who can still have a chance
 - for all of us and a better, respectful academy



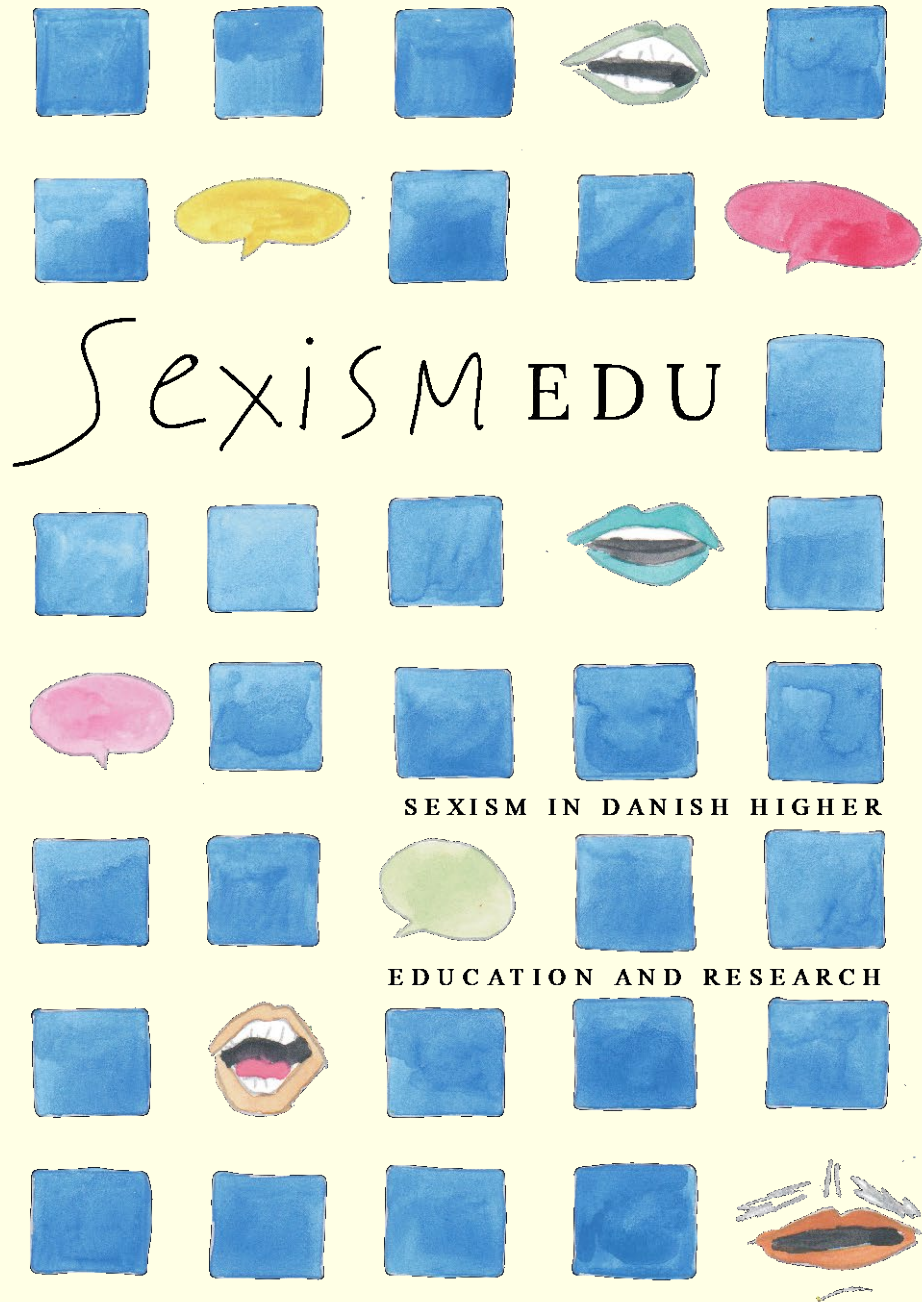
SexismEDU

THANK YOU!

- For being here
- For caring enough
- For daring to engage



Sexism EDU

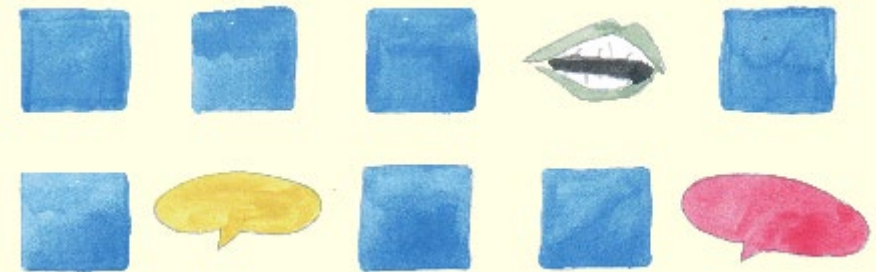


Presenting the book

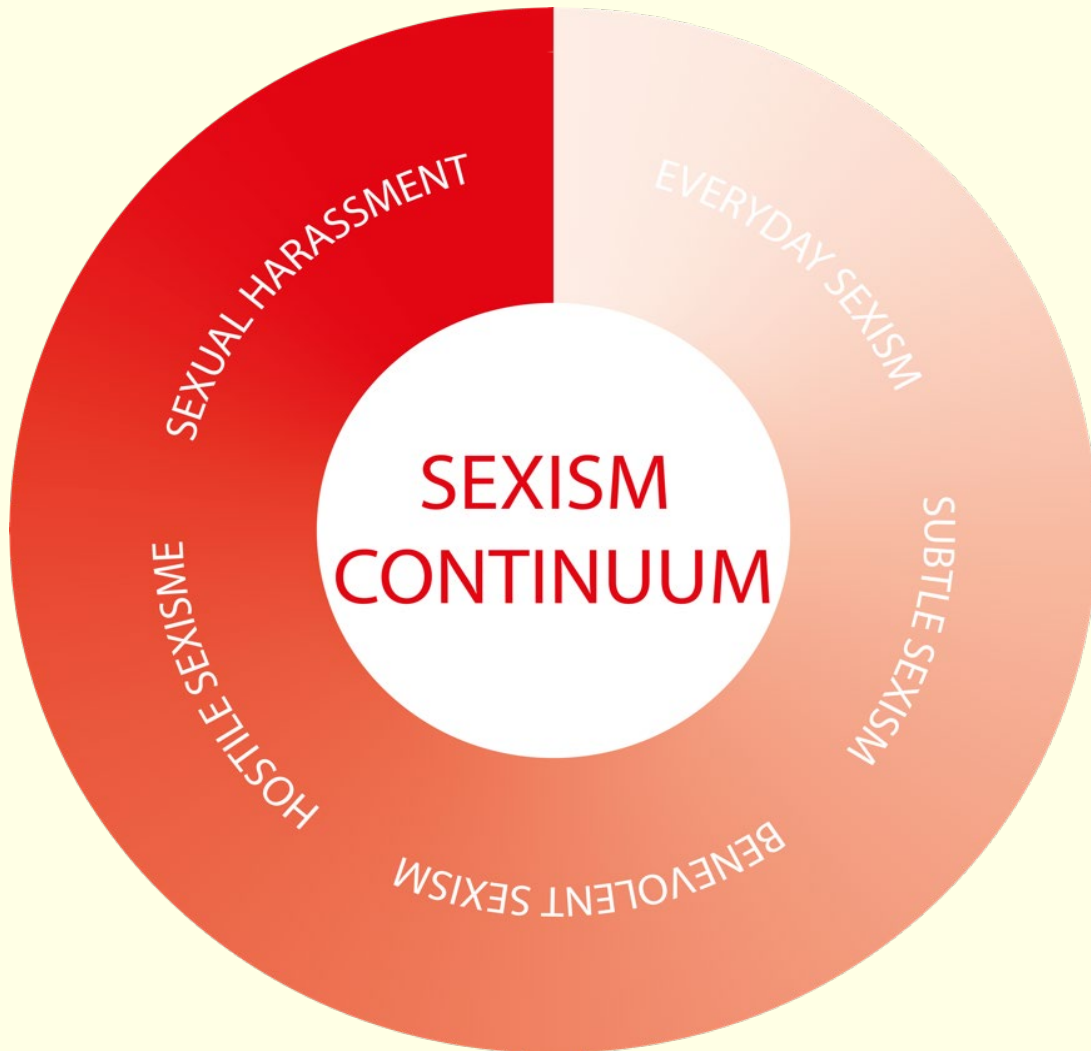
Sara Louise Muhr (on behalf of Anna Franciska Einersen)
Professor (mso), Department of Organization
Copenhagen Business School, slm.ioa@cbs.dk

Chapter 1: Understanding

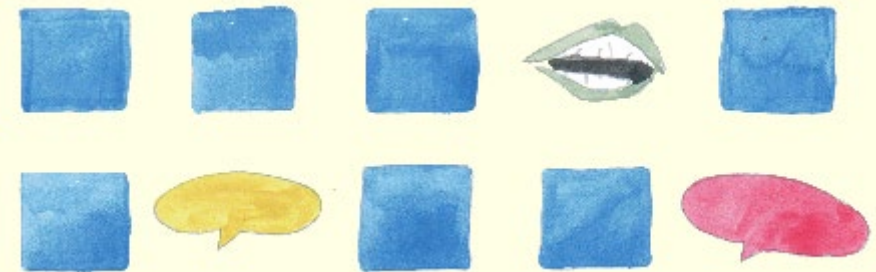
- What is sexism? A definition
- How is sexism performed?
- Why do we perform sexism?
- Which factors enable sexism to occur?
- What makes it difficult to speak up?



Sexism is a continuum



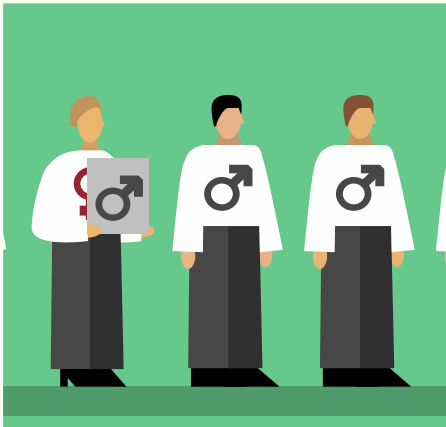
A critical focus should be on the connections among the various forms of sexism rather than seeing one form of sexism as a distinct set of discrimination



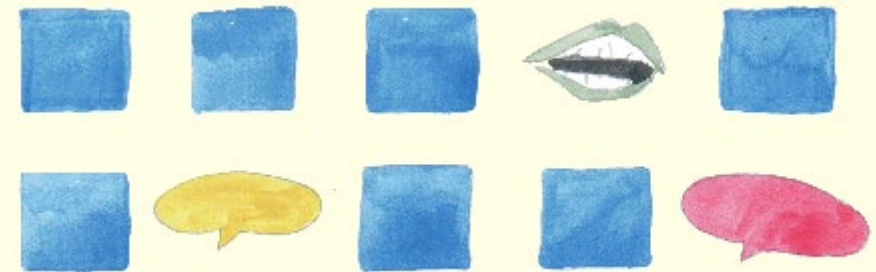
Chapter 2: Exploring



28 vignettes, questions & pedagogics



300 questionnaires (43,5 % of the 689)



Exploring the themes

Everyday Sexism

- Sexualized comments
- Sexual offers
- Subtle sexism
- Comments about the body/looks
- Sexualized comments about the body/looks
- Sexualized comments about private life/partner status
- The party as specific context
- Nicknames
- Degrading of intellect

Reporting

- Experience with reporting
- Lack of reporting

Shadow organization

- Warnings
- Individual strategies of protection
- Protecting fellow colleagues

Exclusion within the academy

- Social exclusion
- Career exclusion
- Threats

Caretakers at work

- Comments about pregnancy/parental leave
- Stereotyping 'women as natural nurturers'
- Degrading motherhood

Physical assault

Public humiliation

- Collective humiliation
- Collective silence
- Formal settings: appraisal interview/salary negotiation

Institutionalized sexism

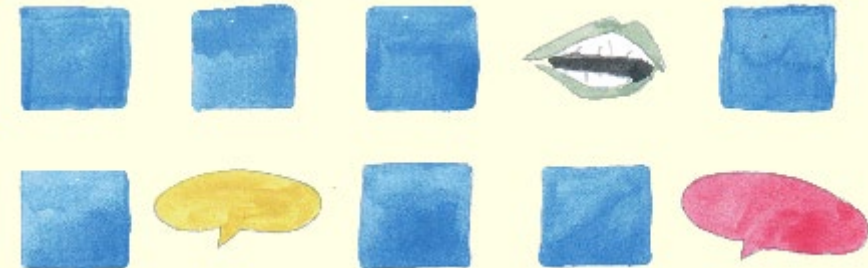
- Ridiculing gendered research fields

Sexism against men

Fear: physical difference and intimidation

Intersectionality

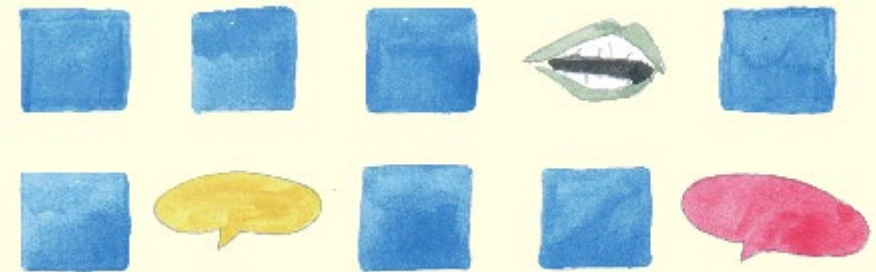
- Homophobic comments
- Racialized comments



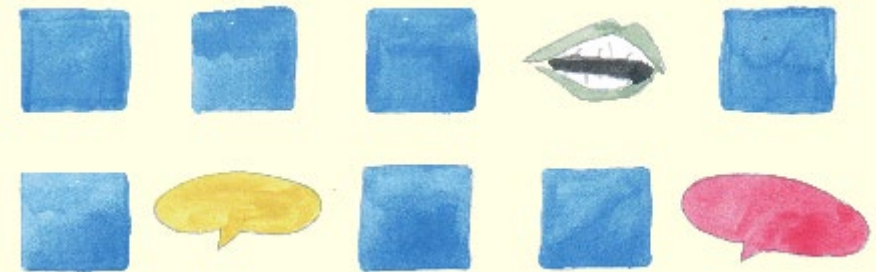
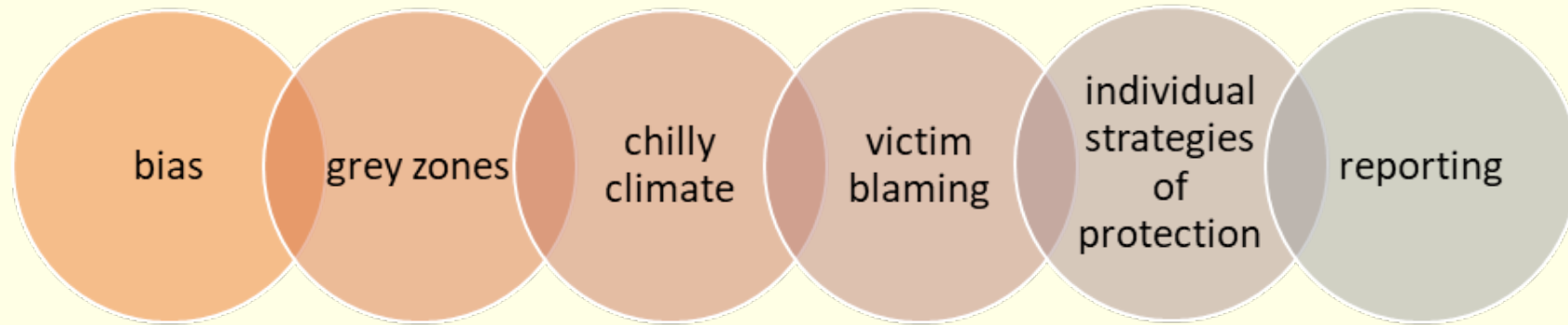
PART 1 – INSTITUTIONAL AND MANAGEMENT RESPONSES

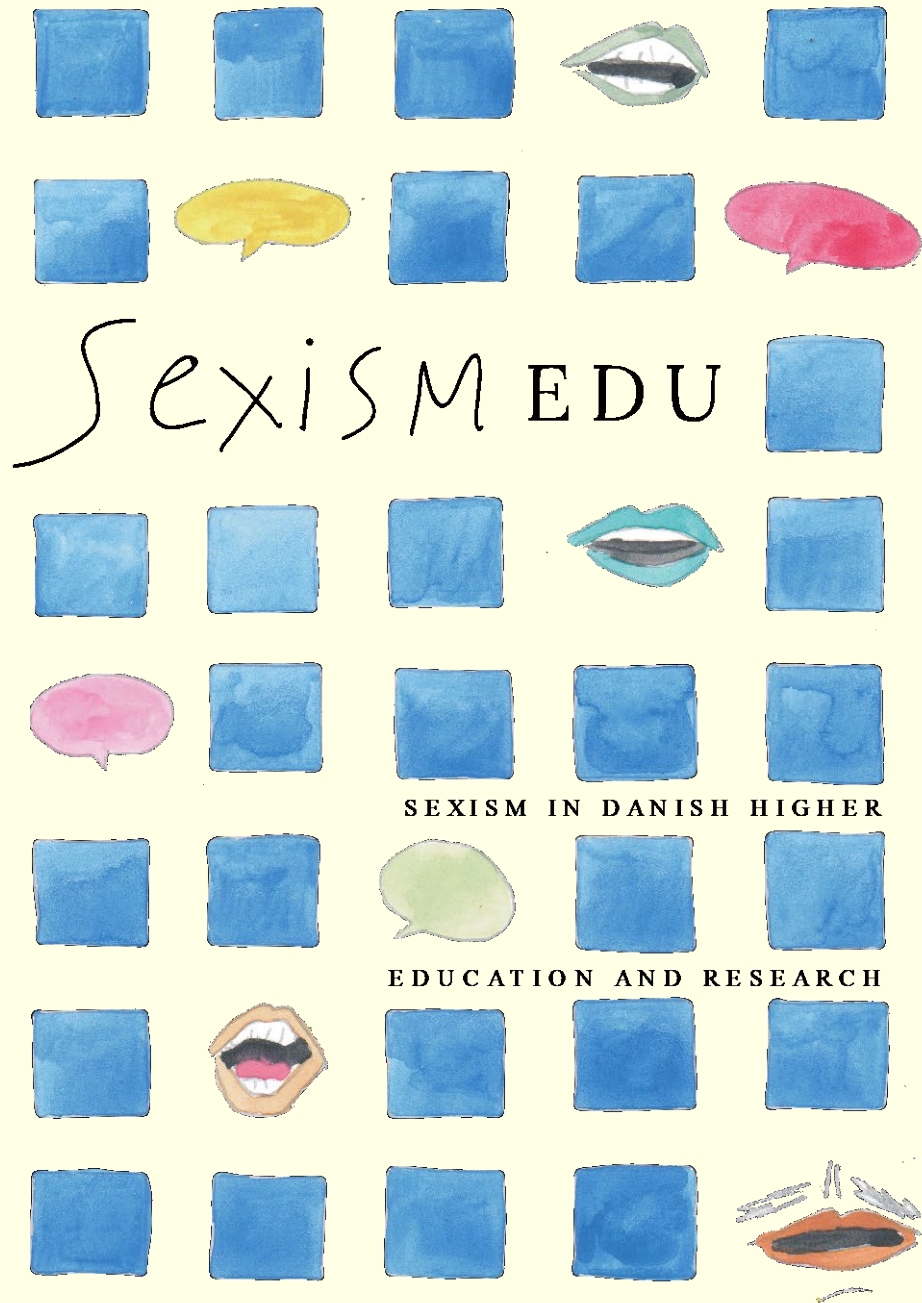
Part 2 – VICTIM RESPONSE

Chapter 3 Acting



Chapter 3 – Acting. Management response





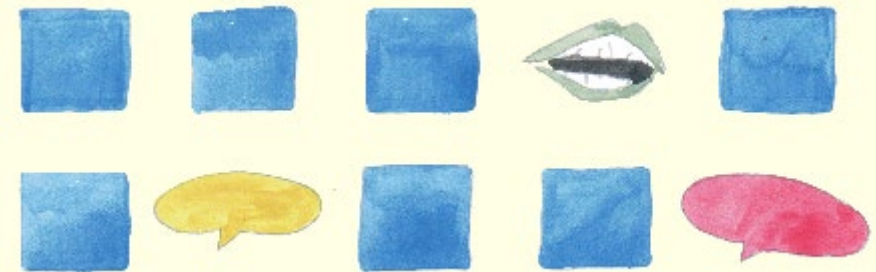
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Sexism and the leaky pipeline

Jo Krøjer
Dept. of People & Technology
Roskilde University

Sexism and the leaky pipeline:

- The dark side of Academic organizations

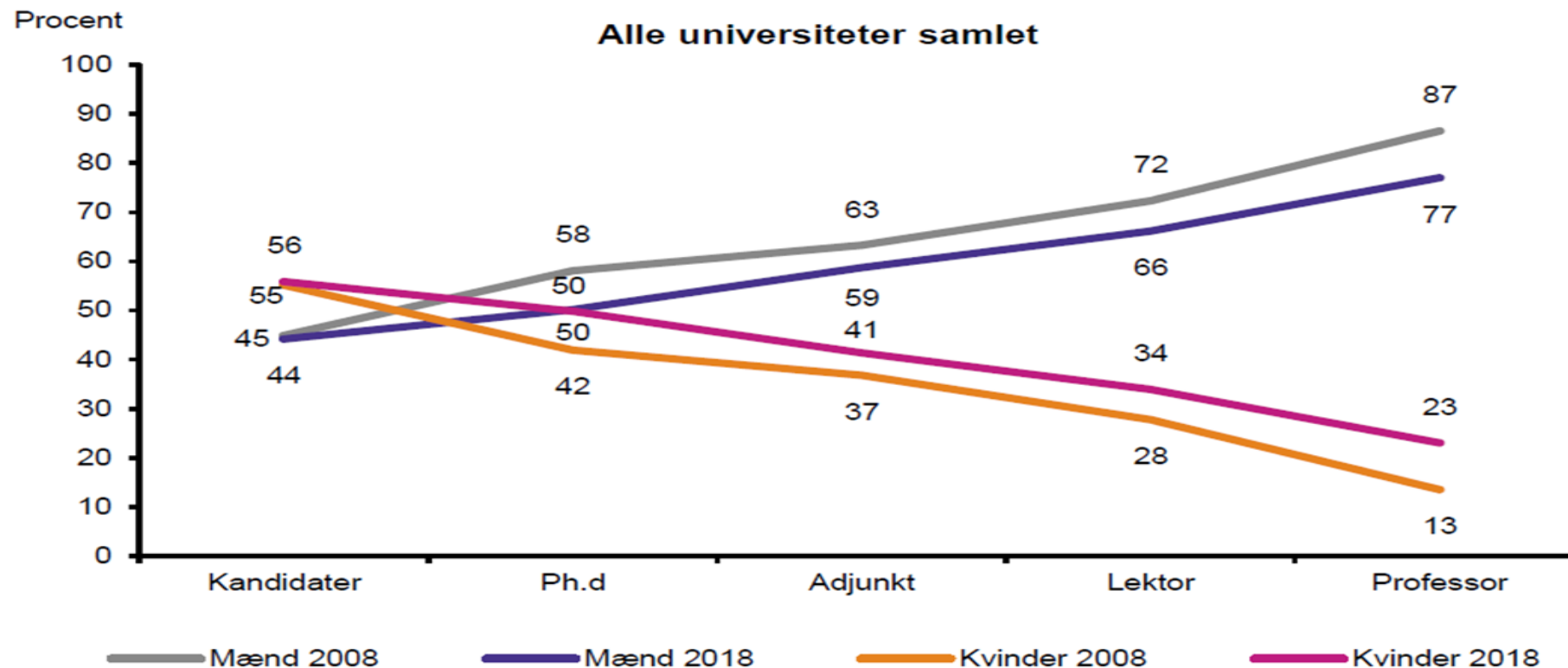


Another depiction of spill

SEXISM EDU

Figur 1.5

Mænd og kvinder i et typisk akademisk karriereforløb, danske universiteter samlet, 2008 og 2018, procent

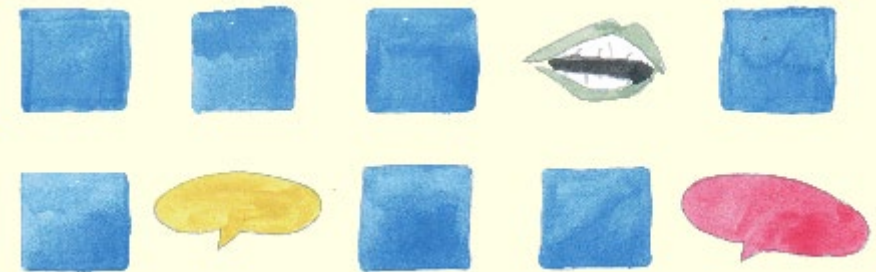


Kilde: Uddannelses- og Forskningsministeriet på baggrund af Danmarks Statistiks elev- og ph.d.-register samt universiteternes indberetninger til Uddannelses- og Forskningsministeriet

An explanation to the leaky pipeline: A chilly climate

SEXISM EDU

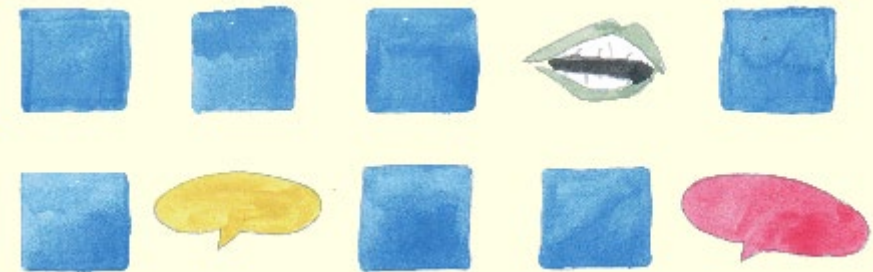
Marie is a PhD student, and she is meeting with her research team. She notices how her male colleagues are being praised for their competences and their research contributions, while instead Marie is being praised for her good looks. The project leader uses phrases such as “strong analytical skills” and “rational argumentation” to describe her male colleagues, whereas she is described as “the best-looking PhD student in town.”



An explanation to the leaky pipeline: A chilly climate

SEXISM EDU

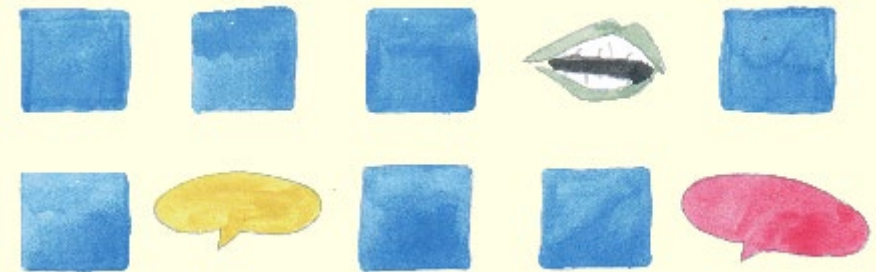
Susanne is a top-performing associate professor and part of a research team together with five other people. Susanne has been in the lead writing up a paper that the team has now submitted for a conference. She looks forward to presenting their research. However, when the team gets the message that their paper has been accepted, she is not asked by the project leader to present at the conference. Instead, she is told that Michael has been asked to present. Susanne asks the project leader why she was not asked.[...] The project leader answers, “You have young children at home, so I actually just wanted to save you the trouble from attending this conference.”

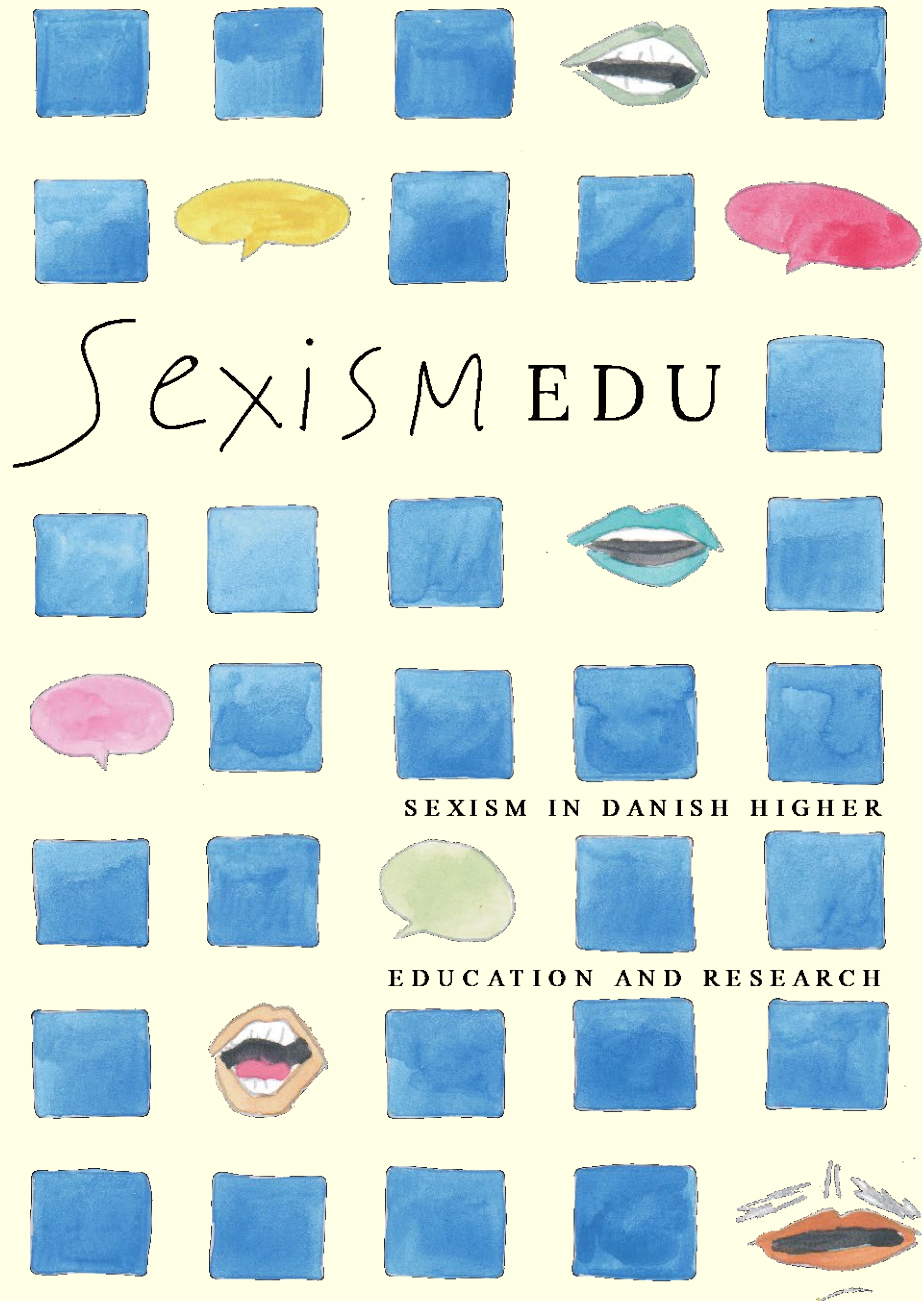


An explanation to the leaky pipeline: Lack of support from managers

SEXISM EDU

Sophie experienced sexual assault during a Christmas party, and therefore she called in sick from work the following days. She called her doctor, and she got a reference to a psychologist. It was now time for her to tell the department, and she was so nervous. She knew that the person who did this was liked by many, and therefore she feared no one would believe her. When she told her department head, he actually did believe her, and for a moment she felt relieved. She could almost hear herself take a big deep breath out loud. The department head looked at her and said: “I am sorry that this happened to you, but there is nothing we can do about it. You have to live with your enemies”





Bias and Everyday Sexism

Sara Louise Muhr

Professor (mso), Department of Organization
Copenhagen Business School, slm.ioa@cbs.dk

Lets single in on everyday sexism

- Sexualized comments
- Sexual offers
- Subtle sexism
- Comments about the body/looks
- Sexualized comments about the body/looks
- Sexualized comments about private life/partner status
- The party as specific context
- Nicknames
- Degrading of intellect



The *drip drip* effect of sexism marks those frequent sexist acts that occur over a long time. Taken individually, these acts may not seem like that big a deal. However, that is in part what makes them so damaging



Research is clear!

- Women are consistently evaluated lower than (white) men
- Female leaders are judged to be less likable and not as good a parent as male leaders
- Women systematically receive shorter, less-praise worthy letters of recommendation
- At the same time, men experience bullying and harassment if they choose an active caretaker role or a caretaker profession

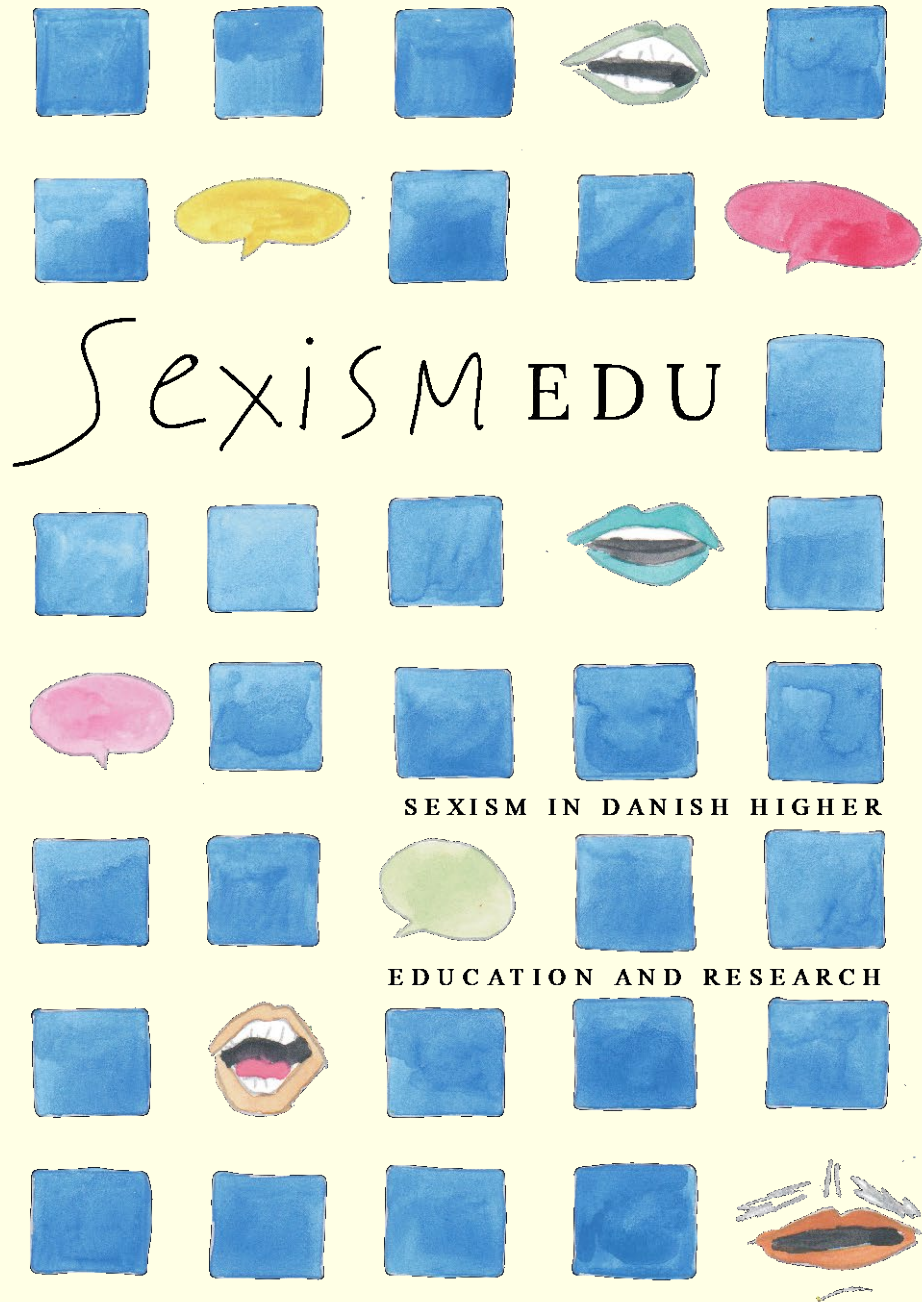
Why?

- Explicit Bias
 - The views and opinions that we are consciously aware of, for example our attitude towards a particular political party
- Implicit bias
 - Those views and opinions that we may not be aware of. They are automatically triggered when we encounter different people or situations.

Zero-tolerance rarely
works...

The important
grey-zones calls
for leadership
action

Sexism EDU



Listening to the victims' voices

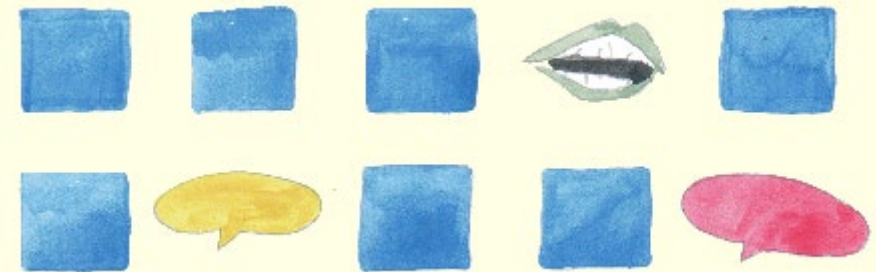
Lea Skewes
Interacting Minds Centre
Aarhus University

Why we have not been listening

Key risk factors for sexism and sexual harassment are asymmetrical power relations between men and women:

1. When men are overrepresented in a workplace
2. When men hold positions of greater power and status compared to women

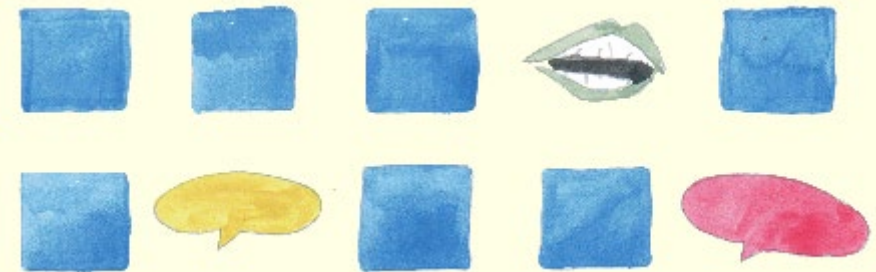
This also means that it is typically the (male) perpetrator who gets to define what happened and whether it should be perceived as a harmful act.



Problems with listening in DK

Skewes, Skewes & Ryan (2019) showed:

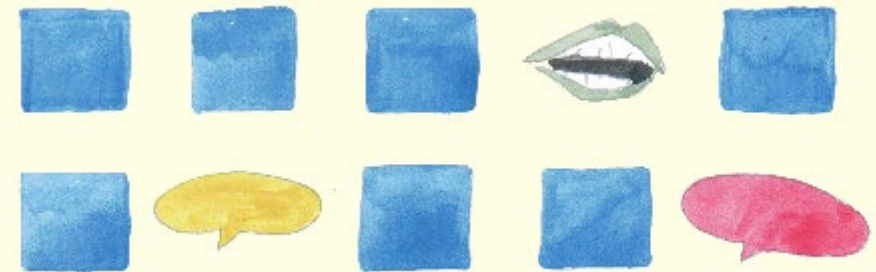
- We used the *Modern Sexism Scale* on a large Danish sample ($n = 1,805$) and asked about university employees attitudes to gender equality
- We showed that the average Danish university employee holds sexist beliefs
- We also showed that these sexist beliefs correlated with employees degree of support for gender equity initiative (so that high MS scores were less supportive of GE initiatives)



Problems with listening in DK

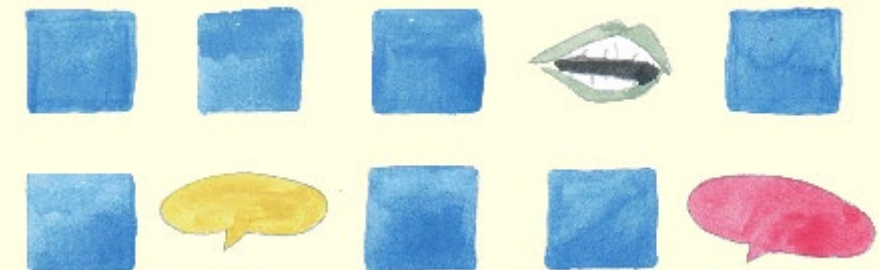
Skewes, Skewes, & Ryan (2021):

- In an other large sample study (n= 1128) we linked university employees modern sexism scores to their attitudes to the #MeToo Movement
- Again we found a link between high modern sexist scores and negative attitudes to the #MeToo Movement
- We also identified themes of: 1) delegitimization of the movement and 2) the perception that perpetrators rights were more important than victims rights



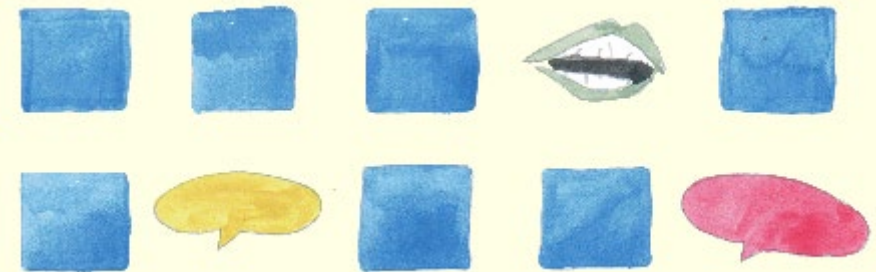
Time to listen: SEQ data

TYPES OF HARASSMENT	WITHIN THE LAST 2 YEARS	BETWEEN 2-5 YEARS	MORE THAN 5 YEARS AGO
SEXIST HOSTILITY	182 people (60.7%)	179 people (59.7%)	128 people (42.7%)
SEXUAL HOSTILITY	90 people (30%)	124 people (41.3%)	97 people (32.3%)
UNWANTED SEXUAL ATTENTION	15 people (5.0%)	39 people (13%)	58 people (19.3%)
SEXUAL COERCION	6 people (2.0%)	10 people (3.3%)	24 people (8.0%)

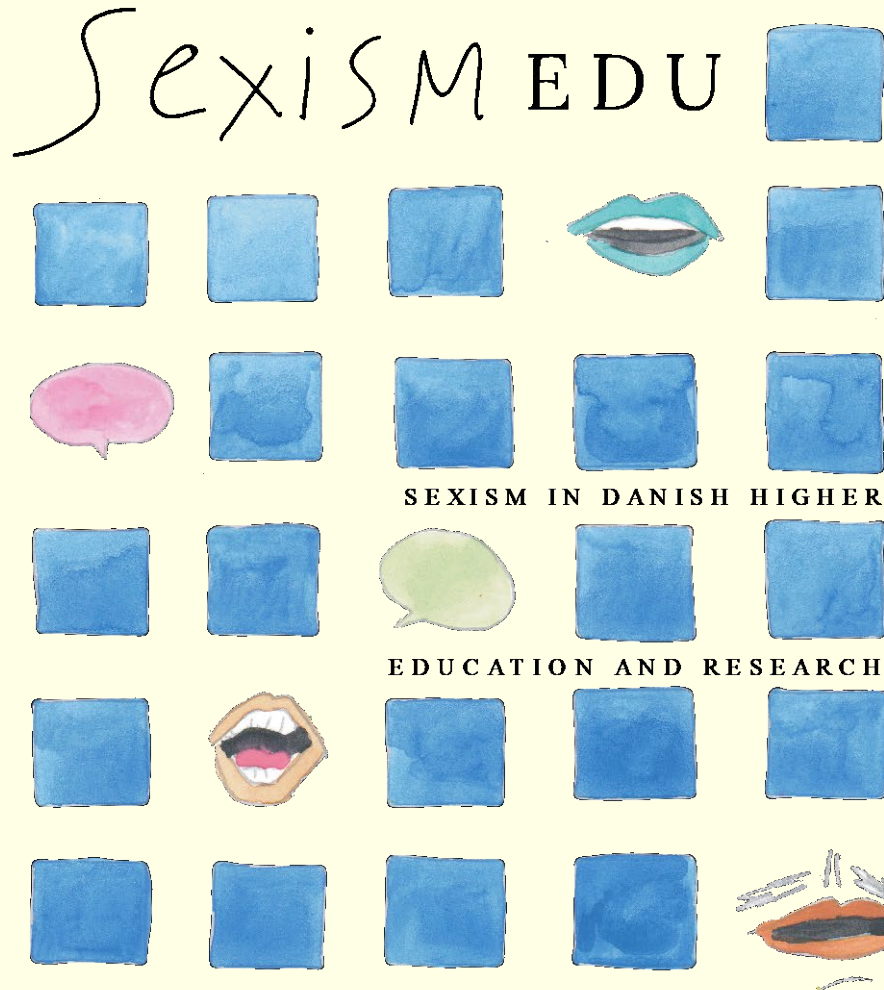


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Thank you for listening ☺



SEXISM EDU



Institutional complaints: a human rights approach

Dr Sorch MacLeod

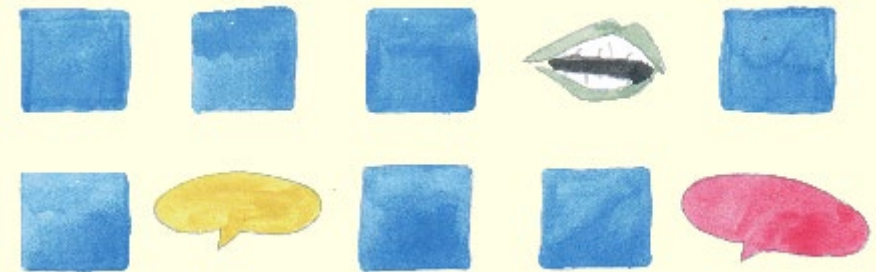
Marie Skłodowska Curie Fellow & Associate Professor

University of Copenhagen

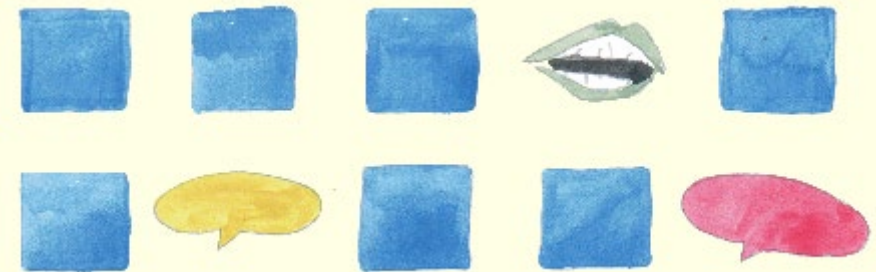
Member of the UN Working Group on the use of mercenaries

“I do not want revenge but justice...”

(Sexism in Danish Higher Education and Research:
Understanding, exploring, acting, 2021)



“...complaints about abuses of power, complaints that challenge hierarchies, can devastate lives as well as careers. Complaints can be hard to talk about – you can even be prevented from talking about them.” (Dr Sara Ahmed, 2021)

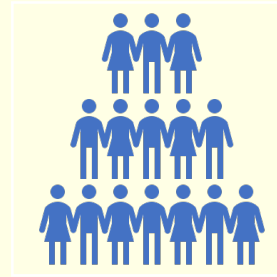


Legitimacy

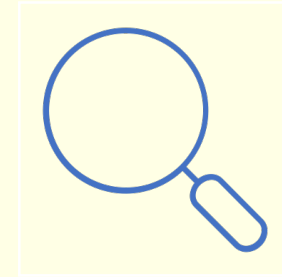
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Complaints mechanisms must be legitimate



Relevant academic stakeholders (e.g. staff at all levels, postgraduate and undergraduate students) have been involved in the co-design of the process

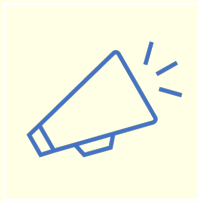


Process will ensure actual and effective accountability

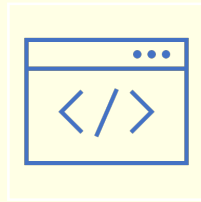


Accessibility

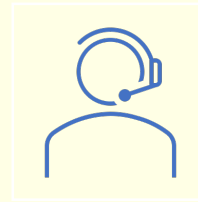
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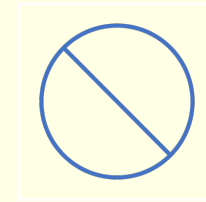
Process is promoted and awareness-raising undertaken



Multiple languages e.g. where the university has a parallel language policy



Available through various channels, e.g. online, telephone, written

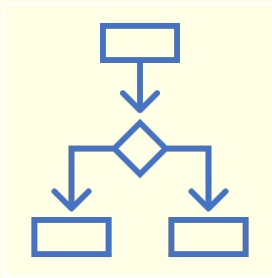


Importance of ensuring no reprisals for use of a mechanism

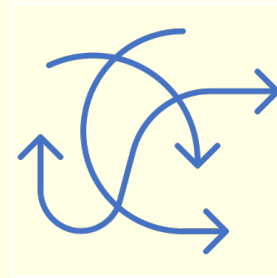


Predictability

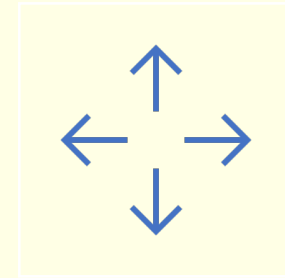
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Clear process set out: who, what, where, when, and how



Clear outcomes set out



BUT flexibility should be built into the process

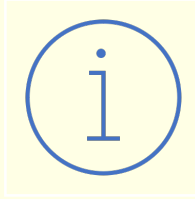


Equitable

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Independent process
that recognizes potential
power imbalances



Access to information



Representation
facilitated, e.g., union
rep, friend, or even a
lawyer



Non-discriminatory



Transparency

SEXISM EDU



Regular updates on progress



Inform complainants about outcome(s)

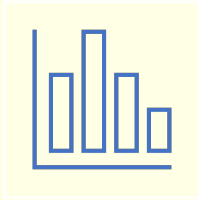


Balance need for ensuring transparency with respect for complainant's right to confidentiality



Continuous learning

SexismEDU



The institution needs to learn from the process by gathering data, e.g., types of cases, contexts, outcomes, positions of involved parties, etc.



Obtain feedback from complainants



Observe and understand trends and patterns

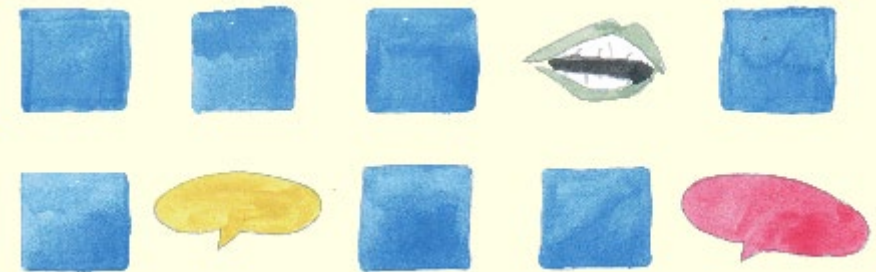


Evaluate effectiveness



Effective institutional complaints mechanisms are fundamental to addressing sexism in Danish higher education and research:

- Trust among existing staff and students
- Confidence among potential staff and students
- Opportunity for Danish institutions to implement best practice and lead the way



Sexism EDU

Sexism EDU

Engaging with the elephant in the room
- Sexism in an organizational
perspective

SEXISM IN DANISH HIGHER

EDUCATION AND RESEARCH

Eva Sophia Myers

Leader of SDU's Gender Equality Team
University of Southern Denmark, myers@sdu.dk

Sexism: a structural, systemic problem

SEXISM EDU



Vadim R

Yet (most) often defined as individual cases

This definition is in itself a barrier to dealing effectively with sexism

In fact, it perpetuates the dynamics of sexism

When seen as individual cases, the systemic pattern is rendered invisible

- The elephant in the room!

Conspicuous and discordant - and ignored!

... Present but invisible

Sexism: a structural, systemic problem

SEXISM EDU

Deeply embedded in formal and informal dynamics, interactions, micro- and macropolitics

Constantly policed by those who gain from it and are blinded by their privileges

Corroborated/colluded by people in organizational functions – who are not helped by the definition of sexism ‘merely’ as individual cases

– until effective countering systems and structures are in place:

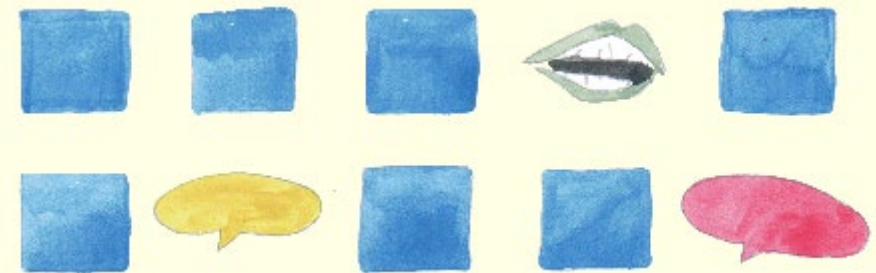
Requires both HANDLING and PREVENTION

but these are distinctly different and require different measures, different functions, different approaches:

- HANDLING: restoration, reparation, after the fact (individual focus/cases)
- PREVENTION: proactive, preparative, positive development - building on strengths (collective focus / environment)

NOT changing practices deepens the problem

– current stand-alone ‘handling’ traumatizes *in itself*



Engaging with the elephant

The basics:

Acknowledge that sexism exists

– if one person sees it / hears it / feels it,
IT IS THERE!

Accept culpability and responsibility

– everyone contributes till we actively do not!



Vadim R

The principles:

Acknowledge that sexism is structural and systemic
– and meet like with like (structures and systems):

1. Dedicate resources to both **handle** and **prevent**
 - functions and facilities
2. Put systems and infrastructure in place
 - policies, procedures and practices
3. Bring knowledge to light
 - systematic data, monitoring, communication
4. Build capacity
 - train people with functions, tasks and responsibilities: what to do, when and how
 - introduce bystander programs: build new modes of interacting and speaking up – together!
5. Improve the system
 - revise and renew practices that promote precarity





Our recommendations for institutional measures:

Knowledge

Handbook

sexismEDU.dk

Prevalence survey

Recommendations
/ consultancy

National level

National monitoring
mechanisms

Academic
ombudsfunction

Committee on
academic integrity and
ethical conduct

Policies and procedures

National sexism support
unit for all Danish HEI

Organizational level

Whistleblower
scheme

Committee
on integrity
and ethical
conduct

Case
handling
Policies and
procedures

MeToo-
coordinator /
support unit

GEP** unit /
DEI team

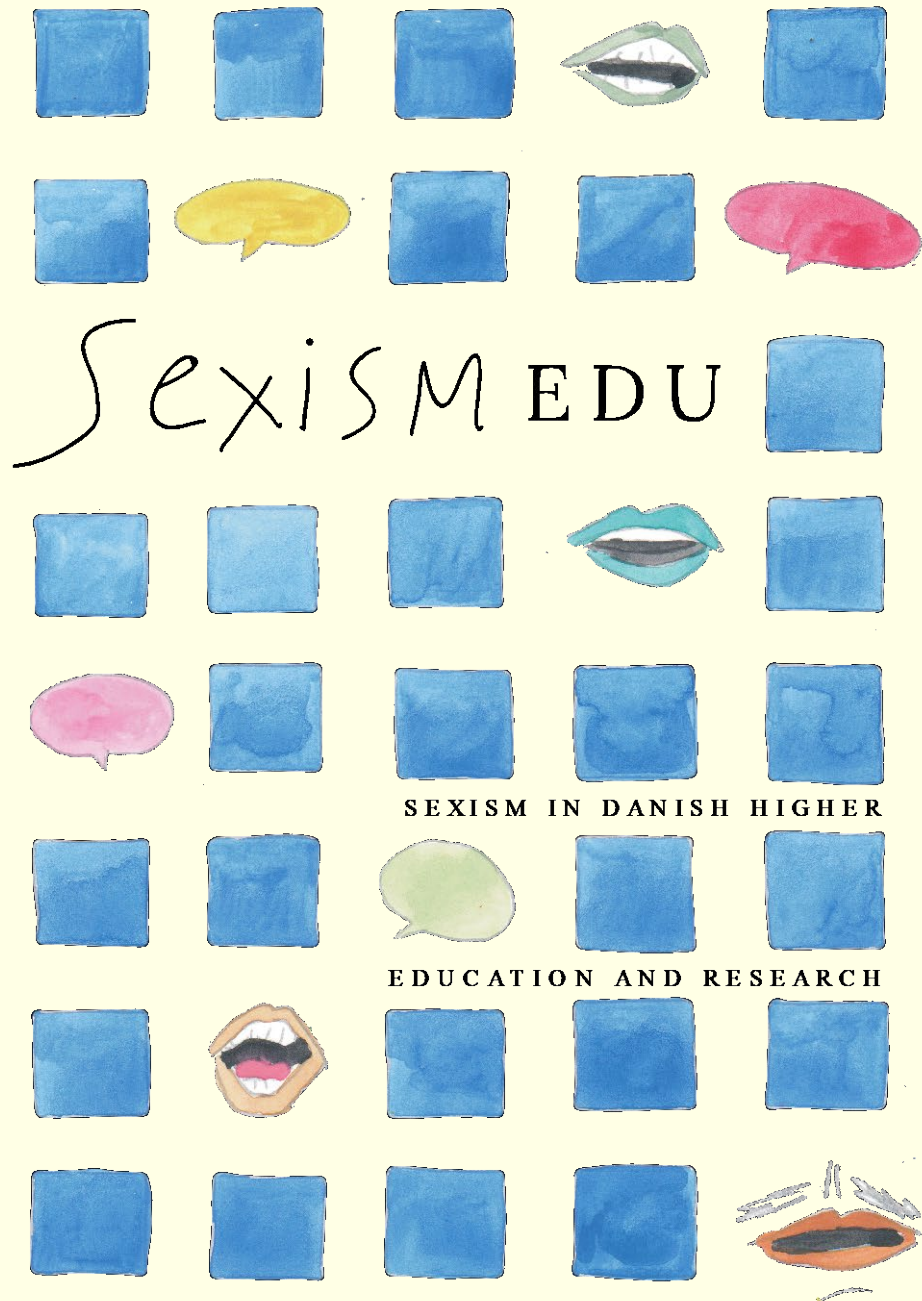
* GEP: Gender Equality Plans: EU's frame for quality assurance of DEI initiatives in Academia – that they are systematic, structured, monitored and continuously supported

Sexism EDU

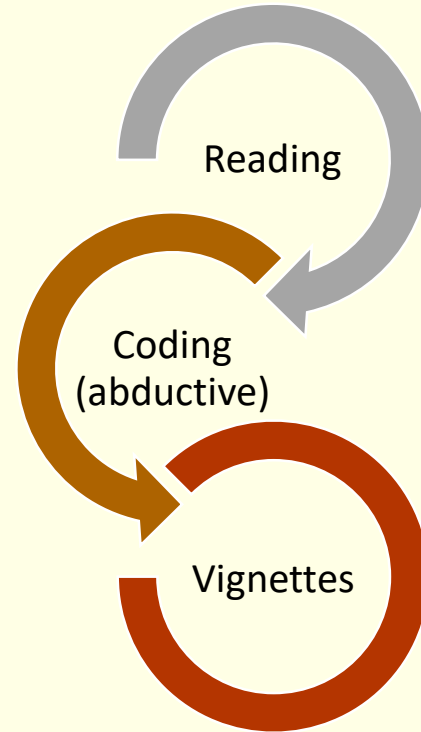
The Pedagogics and Method of Vignettes as a Tool to Counteract Sexism

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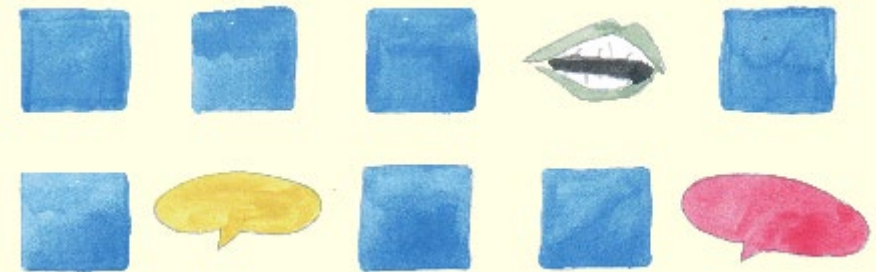


SEXISM EDU



The power of stories

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Keeping perspective while
developing curiosity and empathy

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The art of listening ...

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Why does it matter and how
does this change us?

