

Rita Bencivenga

Research fellow

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Education and training

2012

Doctorate in Educational Sciences

Femmes et hommes face à lordinateur. Histoires du développement dune relation positive - Très honorable

University Paris Ouest Nanterre la Défense France - Paris - FR

Academic experience

2021 - ONGOING

Research fellow

Università of Genoa - Genoa - IT

Implement equality diversity and inclusion (EDI) strategies and methodologies in the Ulysseus Alliance Milieu and GenderEX EU funded projects.

2018 - 2020

MSCA research fellow

Trinity College Dublin the University of Dublin - Dublin - IE

FIAGES (Feminist Institutionalist Approach to Gender Equality in STEMM) research project

Language skills

French	English	Italian
Proficient	Proficient	Mother tongue

Research interests

The path toward gender equality in career progression can be analysed at individual, systemic or organisational level.

Feminist Institutionalism (FI) addresses the organisational level. Among the reasons for women's underrepresentation, those linked closest to academic culture are the organisational narratives designed to appeal more those who identify themselves mainstreaming in traditional masculine attitudes, work and life styles. These narratives are usually more appealing to men than women, and they shape the gendered culture of the organisations. Since 2008, a group of feminist scholars from Europe, initially from the UK, Ireland and The Netherlands, later Australia and North America, and more recently Italy, have come together to explore the interplay between feminist

approaches to gendered institutions and new institutional theory, in a Feminist Institutionalist perspective[i],[ii],[iii],[iv]. In order to explore the institutionalisation of gender equality and the career progression of women, the FI perspective suggests that institutions constrain or favour certain types of behaviour[v]. Institutions change over time, while apparently showing stability.

FI initially focused on the political and administrative sectors. More recent research strands have applied FI to other sectors: the Australian construction industry, a male-dominated sector[vi]; peacekeeping observed as a gendered enterprise in the context of the global racialised and classed power relations[vii]. In Academia, Verge, Ferrer-Fons and González[viii] have identified the types and forms of resistance to integrating gender in the higher education curriculum in a Spanish University. O'Connor[ix],[x] has shown the difficulties of institutional interventions at national level in reducing gender inequality in Academia. In Italy and Ireland, recent research[xi] has applied FI to the two countries' academic sectors, showing the factors hindering the progress in institutional change towards GE. These include the lack of specific gender-related competence of some of those working in senior positions with the power to promote change; and the lack in systematically acknowledging national approaches and strategies which might speed up the process towards GE, leading Universities to rely on EU funding to implement gender equality plans using a top-down approach that often stops once the funding runs out. Other important factors are the tendency to rely on equal treatment legislation and specific measures for the advancement of women, but not working hard enough on gender mainstreaming or integrating the gender perspective into all other policies, particularly the research and innovation process.

[i] Waylen, G. (2013). Informal Institutions, Institutional Change, and Gender Equality. *Political Research Quarterly*, *67*(1), 212–223; [i]Mackay, F., Kenny, M., & Chappell, L. (2010). New Institutionalism Through a Gender Lens: Towards a Feminist Institutionalism? *International Political Science Review*, *31*(5), 573–588.

[ii] Kenny, M. (2007). Gender, institutions and power: A critical review. *Politics*, *27*(2), 91–100.

[iii] Krook, M. L., & Mackay, F. (Eds.). (2015). *Gender, Politics and Institutions*. Palgrave Macmillan UK.

[iv] MacRae, H., Weinar, E. (Eds.). (2017). *Towards Gendering Institutionalism: Equality in Europe.* Rowman & Littlefield International.

[v] Chappell, L., Weldon, S. L. and Tripp, A. M. (2006) 'CRITICAL PERSPECTIVES ON GENDER AND POLITICS: Moving to a Comparative Politics of Gender?', *Politics & Gender*, 2(2006), pp. 221–263. doi: 10.1017/S1743923X06061046.

[vi] Galea, N., Powell, A., Loosemore, M., & Chappell, L. (2015). Designing robust and revisable policies for gender equality: lessons from the Australian construction industry. *Construction Management and Economics*, *33*(5–6), 375–389. https://doi.org/10.1080/01446193.2015.1042887

[vii] Holmes, G. (2020). 'Feminist Institutionalism' in *United Nations Peace Operations and International Relations Theory.* Edited by Kseniya Oksamytna and John Karlsrud. Manchester: Manchester University Press.

[viii] Verge, T., Ferrer-Fons, M., & González, M. J. (2018). Resistance to

mainstreaming gender into the higher education curriculum. *European Journal of Women's Studies*, *25*(1), 86–101. https://doi.org/10.1177/1350506816688237
[ix] O'Connor, P. (2020). Creating gendered change in Irish higher education: is managerial leadership up to the task? *Irish Educational Studies*, *39*(2), 139–155. https://doi.org/10.1080/03323315.2019.1697951
[x] O'Connor, P. (2020). Why is it so difficult to reduce gender inequality in male-dominated higher educational organizations? A feminist institutional perspective. *Interdisciplinary Science Reviews*, *45*(2), 207–228. https://doi.org/10.1080/03080188.2020.1737903
[xi] Bencivenga, R. (2020). Gender Equality in Academia and ICT Companies: Still Doing or Undoing Gender? In K. Jones, C. Collins, M. Davies, M. Della Giust and G. James. (dir.), *ICGR 2020 Conference: 3rd International Conference on Gender Research* (p. 66-72). University of Reading, UK. ISBN-978-1-912764-56-3; Bencivenga, R. (2020, 27-28 January). Towards a European GEP System (EGEPS) a strategy to measure and promote gender equality. In Regendering Science. For an inclusive research environment. PLOTINA Final Conference, Conference proceedings. (p. 186 - 188). University of Bologna, Italy. ISBN 9788854970168; Bencivenga, R. et Drew, E. (2020). Towards a gender sensitive university. In E. Drew, S. Canavan (dir.), *The Gender Sensitive University: A Contradiction in Terms?.* Routledge; Bencivenga, R. (2019). Gender Equality in Academia: Comparative Perspectives From Feminist Institutionalism. In P. Paoloni, M. Paoloni and S. Arduini (dir.), *ICGR 2019 Conference: 2ndInternational Conference on Gender Research* (p. 66-72). Università RomaTRE.

Editorial activity

Member of Scientific Committees

- Diversity Interventions 2020 – international conference on Athena SWAN and other presentations on diversity, September 21-22, 2020, University of Oxford, UK.
- LTEC 2020, The 9th International Workshop on Learning Technology for Education Challenges, 21 July 2020, National University of Kaohsiung, Taiwan.
- RISE Women with disabilities In Social Engagement. An international and interdisciplinary approach to women, gender and disability, International Workshop, September 21, 2017, University of Genoa, Italy.

Member of Editorial Committee

International peer-reviewed journal: AboutGender - International Journal of Gender Studies, and, since July 2015, responsible for the Round Table section of the journal.
I co-edited, with Prof. Susanna Pozzolo, University of Brescia, Italy and Francesca Bosco, United Nations Interregional Crime and Justice Research Institute (UNICRI, Turin, Italy), issue 9 of the journal About Gender. Title: Gender and Technology. New capabilities or old, masked prejudices?
I co-edited, with Prof. Darja Zaviršek, University of Ljubljana, Slovenia, the forthcoming issue of the journal About Gender (due in October 2020). Title: Re-gendering or de-gendering disability? Living with disabilities in

contemporary societies.

Since 1993 - European Commission

Expert appointed to assist the European Commission in evaluating and selecting research projects funded under various European Union programs: 1993-2013 IV, V, VI and VII Framework programs for research and technological development; 2004-2013 Programs: Socrates, Citizenship, Education and Lifelong Learning: Key Activity 3, Erasmus Mundus, Tempus, Comenius, Youth in Action; 2014-2020: Horizon 2020, Erasmus + Horizon 2020, Erasmus +, SMEINST.

Since 2010 - Italian Education and Training Agencies INDIRE, INAPP

Expert responsible for helping the Italian Education & Training agencies INDIRE and INAPP (formerly ISFOL) in the process of evaluating and selecting projects funded under the Comenius, Grundtvig sector, ERASMUS and, since 2013, ERASMUS + programs.

Since 2018 - UEFISCDI, Romania

Expert in charge of assisting the Executive Unit for the financing of higher education, research, development and innovation (UEFISCDI) (a public institution with legal personality under the Ministry of National Education of Romania) in evaluating and selecting research projects funded under the EEA (European Economic Area) Grants program.

Scholarly reviews

International Journal of Emerging Technologies in Learning (iJET)
https://online-journals.org/index.php/i-jet
Social Sciences
https://www.mdpi.com/journal/socsci
Italian Journal of Educational Technology
https://ijet.itd.cnr.it/
About Gender
https://riviste.unige.it/aboutgender/
Comunicazione politica
Quadrimestrale dell'Associazione Italiana di Comunicazione Politica
https://www.mulino.it/riviste/issn/1594-6061

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