

English summaries

Milica Antić Gaber

What Institutions Can Do For Gender Equality: The Case of the UL FF

The introductory chapter of this book outlines and presents the basic facts about the overall process of the preparation, approval and implementation of the institutional Gender Equality Plan (GEP) at the Faculty of Arts, University of Ljubljana, Slovenia. The book is one of the results of the Gearing Roles project, financed by the European Union's Horizon 2020 programme, under grant agreement no. 824536.

Some of the other participating institutions had already dealt with institutional mechanisms for gender equality. At the Faculty of Arts, however, we realised immediately that we were at the very beginning of the whole process. Consequently, we first had to describe the recent state of affairs in our organisation as precisely as possible and collect data that would help us to create a picture of the current situation regarding gender equality in our organisation. This was anything but an easy task.

The present paper describes the entire process of formulating, accepting and implementing the GEP in the following areas of action: systematic collection and monitoring of data for all employees and students by gender; equal opportunities in recruitment, promotion and career progression, as well as in balancing professional and private life; gender in research, curricula and the study process; gender-sensitive use of language; and gender stereotypes, gender discrimination and sexual harassment.

For the implementation of the GEP, working groups were formed in cooperation with the Quality Assurance Committee. More than fifty participants were involved, with representatives from all of the departments, as well as from support staff and students, and with the generous support of the institutional leadership. This gave rise to an atmosphere of co-creation, thus ensuring the success of the proposed activities. Parallel to these activities, the Days of Gender Equality at the Faculty of Arts, University of Ljubljana, were organised for the sensitisation of the entire faculty and the transformation of the institutional culture towards more inclusive, just and gender-sensitive community atmosphere.

In many ways, the institutional change went beyond the limits of the Faculty of Arts and expanded its influence to whole University of Ljubljana, as experts from the Faculty of Arts were invited to participate in activities related to the establishment of the University of Ljubljana GEP and in the preparation of the institution's internal law on sexual harassment.

In short: a lot of work has been completed so far, but there is still a lot to be done. The process has started and it should not stop.

Živa Kos, Jasna Mažgon, Blaž Repe

The Role of Systematic Data Gathering in Gender Equality Research

There have been various studies on the issues of gender inequality, including investigation of the reproduction of gender inequality in higher education. That which has been visible and self-evident or hidden, and thus unproblematic, in the decades since women have gained access to higher education can now be studied and demonstrated in different ways. Data is available on the gender ratio in individual courses of study, fields and disciplines. This data shows that women are more strongly represented in the social sciences and humanities, while men dominate in engineering and the natural sciences. In the international higher education and research landscape, we can observe an increase in literature, research and various data on gender equality, which address the problems of gender inequality in specific fields and in higher education and research

institutions in different ways. Accordingly, statistical data has become important, *inter alia*, because it provides an insight into and analysis of the different dimensions of inequality through the monitoring of selected indicators, while at the same time assisting decision makers at different levels in their policymaking. In 2003, the European Commission published the She Figures report for the first time. The collection, processing and use of data is embedded in broader EU structural considerations and documents. The European Commission's decisions and policies in this area are largely based on the data collected and published in the She Figures report. The 2021 report offers an insight into the analysis of 88 indicators. One could conclude that the data outlines the reality of the positions held by women and men in social (sub-)systems, and as such makes an important contribution to understanding and addressing gender equality issues. Through its participation in the H2020 project Gearing Role, the Faculty of Arts was the first University of Ljubljana (UL) member to commit to producing a Gender Equality Plan (GEP). One of the important pillars in the planning and establishment is the creation of a gender equality monitoring database.

Quantitative indicators include, for example, staff by title (teaching, research, etc.); staff by academic discipline; staff by workload (teaching, professional, research), etc. The indicators cover three groups of actors in higher education: female students, teaching and research staff, and professional staff. The Quality Commission of the UL Faculty of Arts has taken on the task of anchoring the GEP and overseeing the development of gender equality in the faculty. In April 2020, the management of the faculty proposed to the commission the establishment of a special working group for the implementation of the GEP. On this basis, a proposal was formulated for the collection of four core indicators: the gender ratio in each department, in specialised services, in study programmes and at study levels; the gender ratio among the teaching staff, by post-doctoral title, average promotion and transition time between titles and positions and on the salary scale at the level of the institution and department; the gender ratio in the specialised services, by title, average promotion and transition time between titles and positions and on the salary scale; and the gender ratio by type of contract. The main steps were the collection and processing of quantitative data to enable the monitoring of gender

equality data and the definition of qualitative indicators and procedures to fill in the gaps. These were collected for the first time in December 2021 through a questionnaire on promotion conditions and working conditions that allow promotion. The limitations encountered in the first attempt to collect these data were mainly that the data were not anonymised, which made them difficult to access. Another limitation was the lack of data, especially in the area of habilitation and the number of reappointments for each title. Information on the use or non-use of paternity leave and the number of maternity leaves would also have been welcome. A report based on the findings was prepared and submitted in April 2022.

Important steps have been taken towards the sustainability of the practice and the long-term anchoring of gender data collection and monitoring in the faculty. However, dilemmas remain in relation to the organisation of existing data set databases, which should be systematically organised so that they can be used for research purposes. Ongoing data collection and monitoring should be the responsibility of one or more persons at the faculty who have methodological expertise.

Darja Fišer, Polona Novak, Jure Skubic

Under the Microscope: The Slovenian Research Agency's Financing of Projects

The (re)production of gender inequalities within various fields of academia and academic research is one of the essential questions of gender equality research and a crucial issue to tackle when discussing the financing of research projects and research programmes. Data about financing shows an interesting picture of not only gender relations within academic research, but also of the gender and age structure of researchers who hold the power in decision making. This correlates to the possibility and extent of publishing academic research, which is an important foundation for the further development of an academic career and for building an academic reputation.

In this chapter, we perform an in-depth statistical analysis of the financing of projects by the Slovenian Research Agency (ARRS), as well

as the Faculty of Arts, University of Ljubljana, focusing on analysing the national financing of research activities according to gender structure. The comparative analysis is based on reports published by the Slovenian Research Agency in 2015 and 2019. These reports were identified as being the oldest and the newest reports published by ARRS and were deemed suitable for quantitative comparison. In cases where data was unavailable in either of the reports, only the data from the other report was used. The focus of our analysis were social sciences and humanities, since they represent the most relevant academic fields for the Faculty of Arts, University of Ljubljana.

In order to obtain data that is as relevant as possible, we analysed the financing structure and the gender structure of leaders in the following programmes and projects: 1) research programmes, as one of the three instruments of stable funding aimed at providing a steadfast allocation of funds for research groups, 2) basic projects, which cover experimental or theoretical research undertaken primarily to acquire new knowledge, 3) applied projects, which represent original investigation undertaken in order to acquire new knowledge, 4) postdoctoral projects, which consist of basic or applied research projects carried out by one researcher (no more than three years after obtaining a doctorate), 5) target research programmes, which aim to ensure target-oriented research support, and 6) young researchers. Each subchapter correlates to the statistical analysis of one field, focusing on the share of finances allocated to programmes, projects and disciplines; the gender and age structure of the leaders and researchers in programmes and projects; and the enforcement of research activities. This allows for a detailed understanding of the financial, gender and age structure of the research programmes financed by the Slovenian Research Agency.

Although we observe an increase in the allocation of financial resources to projects and programmes led by women in 2019, our analysis shows an uneven distribution of finances in all of the aforementioned research programmes and projects according to gender. Programmes and projects led by male researchers most commonly attract higher financing than those led by female researchers, and they are often given preference when it comes to the allocation of financial resources. Furthermore, the leaders of the programmes or projects are more frequently male

researchers: our results show that the number of male leaders is almost twice that of female leaders. This might be partly due to the fact that projects and programmes from technology and natural sciences are allocated more resources than those from the humanities and social sciences. In addition, the former employ more male than female researchers. We also observe that the number of full-time employment positions is much higher among male than female researchers, and that men are more commonly offered full-time research employment. The same is true for the mentors of young researchers, where male mentors frequently outnumber female mentors in all of the analysed academic fields. One interesting exception was observed: in 2019, there were more female than male young researchers, which only rarely occurred in the past. Although the results show that some progress in the financing of research programmes and projects according to gender was made in the period from 2015 and 2019, there is still room for improvement in achieving a more equal redistribution of resources.

Priscila Gulič Pirnat

Bibliometrics of Academic Publications between 2018 and 2020 at the UL FF, from the Gender Perspective

Studying the contribution of women in science and higher education can provide an insight into gender differences in research and the consequent gender imbalance. Gender differences are revealed by a number of studies examining various aspects of gender inequality. One of the ways to determine gender differences is bibliometric analysis of scientific publications using various bibliometric indicators. This is the focus of the present paper.

The bibliometric study was conducted from September to November 2021 on the basis of extracts from the Information System on Research Activity in Slovenia (Sicris) of the research organisation of the Faculty of Arts, University of Ljubljana (UL FF) for the period from 2018 to 2020. Scientific contributions for all three research periods were analysed according to authorship positions and the gender dimension. The bibliometric study investigates the production and trend of women's

publications at the UL FF in relation to men's production, the scope of scientific cooperation, and the production of publications by gender and employment structure at the Faculty of Arts. We observe a positive trend in women's publications for the period 2018–2020, both in terms of authorial and multi-author publications, with the Covid-19 year being especially fruitful. From the point of view of the employment structure at the UL FF, we record a smaller share of women's publications compared to men's publications. The results can serve as a starting point for further gender analysis in scientific research at the Faculty of Arts and more broadly within the University of Ljubljana and the humanities, arts and social sciences.

Priscila Gulič Pirnat and Ana Marija Lamut

Bibliometrics of Gender-Oriented Academic Journals Published by the UL FF

This bibliometric study analyses scientific publications on the topic of gender by researchers who publish in the journals of the Ljubljana University Press, Faculty of Arts. The study helps us understand whether we are dealing with the issue of gender to a sufficient degree and encourages an increase in publications on the topic of gender. The bibliometric study was conducted in the period from September to November 2021 on the basis of manual screening of selected journals published by the Ljubljana University Press in the period from 2018 to 2020. Scientific contributions for all three research periods were analysed according to gender issues.

The study shows that the production of scientific periodical publications of the Ljubljana University Press, Faculty of Arts, on the topic of gender for the period 2018–2020 is not particularly high. We note that 47% of University Press, Faculty of Arts journals have at least one or more articles on the topic of gender, while the seven selected journals include 10% of articles on the topic of gender. Such bibliometric analyses through the dimension of gender are not observed in Slovenia or are rare, so it is not possible to perform a comparative analysis.

Ana Marija Lamut

Bibliometric Analysis of the Outstanding Achievements Awarded to Academic Publications at the UL FF, between 2018 and 2020

The overview of the outstanding achievements of the departments of the Faculty of Arts, University of Ljubljana, in the period 2018–2020 was conducted in order to present the percentage of such publications by gender. The survey included all university professors and project researchers with research codes from the Slovenian Research Agency (ARRS) working in the 21 departments of the Faculty of Arts, University of Ljubljana (ULFF). Both full-time and part-time employees were included, regardless of age or seniority. The present report contains information on publications classified as outstanding (A^o) according to the ARRS criteria. For each department, a separate list of outstanding achievements was created in the Slovenian Research Information System (SICRIS) under the heading Evaluation of Selected Research Teams. In this list, we have compiled data on publications disaggregated by gender. The year 2020, which was marked by the Covid 19 pandemic, was also included in the survey.

In the period 2018–2020, 508 researchers with a researcher code at ARRS were employed full-time or part-time in departments of the ULFF. Of these, 323 were women (63.58%) and 185 were men (36.42%). Of the total number of employees, 130 (25.59%) had outstanding achievements (A^o), representing 24.77% of female employees and 27.03% of male employees (Fig. 2). The total number of A^o ratings (213) is greater than the total number of women and men with A^o because each individual researcher in this group had multiple papers during the period in question. Among the A^o ratings, 129 papers with outstanding achievements (60.56%) were by women and 84 (39.44%) were by men. One would expect women to have more publications than men, as there are more women in the labour force. However, the differences between women and men are not so clear, despite the fact that men are ahead by three percentage points in this survey (Fig. 3).

We have chosen the Department of History to illustrate publications published with an A^o rating because the number of women and men employed in this department with an ARRS code was the same during the period surveyed (17 women and 17 men). The number of A^o publications

is also evenly divided between women and men. A total of four men published five outstanding publications and five women published five A²-rated papers, so the share of outstanding achievements is equal (Fig. 5). Three of these researchers were working on an international project. One article was written by the project leader, who is a full professor with teaching responsibilities. Among the men, four publications are accounted for by three faculty members and one project member with the title of assistant professor but without teaching obligations. This shows the importance of projects that allow researchers to work and publish the papers required for promotion to a title. Of the four women who published an A² article, three already had the title of assistant professor and one had the title of assistant.

Considering the short period covered by the present analysis, no major differences between men and women in the publication of outstanding achievements (A²) could be identified. It would be valuable to determine the impact of the Covid 19 epidemic in this regard, but this has not been taken into account in the present analysis as the epidemic only occurred in the last year of the period studied.

Tjaša Cankar and Mojca Suhovršnik

Gender in the Study Process at the UL FF

As part of the GEP Implementation Working Group, which focused on incorporating gender into the study process, we conducted a series of activities between 2020 and 2022 to gather as much information as possible about the state of affairs and the changes needed in this area. In each department, we analysed the status of the inclusion of gender dimensions and perspectives in the curricula and teaching, and the female students who participated in the GEP groups prepared an analysis of a survey on gender equality in the study process in the Faculty of Arts, University of Ljubljana. The results of these activities are summarised in the present article.

In the analysis, we found that departments include the gender dimension and perspective in the curricula and teaching materials in a variety of ways. There are diverse responses and viewpoints in different

departments: some engage in this area and regularly integrate the content into the curriculum and the teaching and research process, while others ignore the gender dimension and perspective completely. For example, at the Faculty of Arts, University of Ljubljana, there are several departments in which professors and research staff consistently address gender equality issues, but there are other departments in which these concerns are dependent on the individual sensitivity of faculty and professors. While there are differing views on how problematic gender stereotypes and sexism are and how to confront these issues, in general we found little awareness of and interest in preventing their reproduction in teaching and research activity. One outcome of the present analysis of the situation in each department was the development of guidelines for integrating the gender perspective and dimension in the study process and research, as well as the organisation of dissemination activities and events in the form of the Days of Gender Equality.

Eva D. Bahovec and Polona Mesec

What is the Meaning of a 'Feminist Syllabus' for Philosophy and Humanities?

The idea of modern university stems from the age of the Enlightenment, with its emphasis on the autonomy of reason and subjective freedom. In this context, Immanuel Kant's answer to the question of *What is Enlightenment?* is put in the forefront, along with his insistence on 'doing away with immaturity' and his emphasis on our moral responsibility for autonomy, reason and the related organisation of university teaching, as outlined in his *Contest of Faculties*. In contemporary philosophy, Michel Foucault returned to Kant's position, placing it in the broader context of critique and a 'critical ontology of ourselves'. On this background, the present essay reflects upon the history of feminist philosophy from Christine the Pizan, Olympe de Gouges and Mary Wollestoncraft, to Simone de Beauvoir's *Second Sex*. Beauvoir provided us with an explanation of women's oppression, although her work has still not been acknowledged in philosophical curricula and teaching. The essay explores the

consequences of feminist thought for the formation of ‘official knowledge’, presents the endeavours for a ‘re-reading of the canon’, and proposes a new syllabus beyond the exclusions that were elaborated in Foucault’s analysis of power relation, although he did not seem to be able to see and confront patriarchal power and its modernisation.

Tjaša Cankar and Milica Antić Gaber

Days of Gender Equality

In this chapter, we describe the process of developing and institutionalising the Days of Gender Equality (DES). We present the development of the idea and the organisation of the first Days, which we consider a great initial success, followed by the recognition of the importance of organising such events by the Dean’s Office of the University of Ljubljana with the appointment of an Organising Committee for the organisation of the Days of Gender Equality in 2022 and all subsequent years.

In two consecutive years, talks, roundtables, lectures and presentations were organised with active scholars and established figures in the field, as well as students and researchers at the beginning of their careers, who presented their work and research projects, and talked about how gender equality has inspired them and influenced their view of the world, as well as their work and everyday life. A total of 15 events were held in 2021, from 8 March to 17 May, with 80 speakers and over 500 participants. Between 8 March and 13 April 2022, 11 events were held, with over 35 speakers and over 200 participants in person and many more online.

The Days of Gender Equality demonstrated that gender equality is a broad and dynamic area of research within the humanities and social sciences. We emphasise that the participatory structure of DES is critical to ensuring that the event series is successful and sustainable, and thus becomes part of the institutional practice of the Faculty of Arts, University of Ljubljana.

Mojca Suhovršnik

The Participation of the Student Population in the Creation of the Gender Equality Plan at the UL FF

When planning and creating a Gender Equality Plan at higher education institutions, we have always considered it extremely important to hear the voice of those for whom the study process is intended, i.e., the voice of all students.

Students actively participated in the planning and implementation of the Days of Gender Equality, which will be held every year in the future and thus, we hope, will become a traditional institutional activity. Student events within the framework of the Gender Equality Days clearly demonstrate that the field of gender equality is interesting for students of various fields of study.

In addition, students participated in three different working groups in the creation of the Gender Equality Plan and made a significant contribution to identifying the “state of play” of gender equality at the faculty. Just a few key findings are highlighted here. We found that, regardless of the gender representation in the year, the teaching staff in the study process, according to the majority of students, do not spread gender stereotypes and sexist remarks. However, about a fifth of the students who indicated that the gender representation in the year is predominantly female claim that some professors spread gender stereotypes and sexist remarks, but that these are only exceptions. About half of the students who already have experience writing seminar and project assignments answered that, regardless of gender, the teaching staff does not recommend the inclusion of gender-sensitive language when writing seminar and project assignments, while the majority of students who have experience with writing theses believe that the vast majority of mentors encourage them to use gender-sensitive language. About half of the surveyed students answered that the issue of gender equality is discussed in very few courses, while about a fifth answered that it is discussed in about half of the courses. We also wanted to know whether students think it is worthwhile to introduce courses on gender equality. The majority (69.4%) think that this makes sense.

The results are certainly encouraging in one part, but somewhat less so in the other, which means that we still have some work to do in this area.

Milica Antić Gaber and Roman Kuhar

A Contribution to the Normalisation of Inclusive Language

In this article, the authors present the adoption of a decision on sensitive language use in the internal regulations of the Faculty of Arts, University of Ljubljana, and place it in the broader context of feminist critique of sexist language.

Since the 1970s, feminist critiques of sexism in language have noted that the use of masculine grammatical forms as inclusive of women in practical language use is gender-biased, as women are often erased or marginalised in the mental images evoked by masculine grammatical forms. Responses to attempts to eliminate linguistic sexism were nonetheless initially largely negative. Over time, however, some solutions for more inclusive and non-sexist language have become established as acceptable practices in various linguistic settings.

In Slovenia, discussion of these issues began as early as the 1990s, when the Office for Women's Policy initiated a debate on non-sexist language use that involved scholars from various disciplines, from linguistics to law, psychology, sociology and philosophy. This debate was renewed in 2018 when the Senate of the Faculty of Arts decided to use the feminine grammatical form instead of the masculine grammatical form as inclusive. The paper describes the entire process that the faculty went through, the reactions to this change, and the misinterpretations of its intent both within the faculty and among the general public. The authors point out that, although not everyone is satisfied with the adopted solution, it at least rectifies the previous situation in which women were mentioned at best in a footnote.

Mojca Smolej

Using the Female Gender as Inclusive – Pro et Contra. The Case of the UL FF

In 2018, the Senate of the Faculty of Arts, University of Ljubljana, made a decision to use feminine gender as a gender-neutral and inclusive term for all genders in internal legal documents. It should be pointed out that the decree that feminine gender is gender-neutral applies only to groups of people in general, and not in any way to individuals. When this decision was taken at the Faculty of Arts, some people were confused and even (partly) opposed to it (including the author of the present article, who decided to thoroughly investigate all of the arguments for and against using the female gender as neutral). In brief, the following conclusions can be drawn: 1) if some speakers do not feel adequately addressed in the use of their own language, then it is everyone's responsibility to respond or react to this; language is not just the domain of linguists, but of all speakers, and it is the duty of linguists in particular to try to find appropriate solutions; 2) the use of the feminine gender is fully developed in the Slovenian language; speakers use it spontaneously, so the use of the feminine gender as an inclusive gender is not a gross interference in the Slovenian language system; 3) the use of various other solutions for inclusive use, such as various orthographic signs (e.g., the hyphen), are not the most appropriate, as they affect the level of comprehensibility or coherence; 4) there have been many artificial interventions in the Slovenian language throughout its history, but in the minds of most speakers such interventions have not been preserved, or at least are not at the forefront of their minds; 5) the choice of appropriate use is left to the individual or collective, based on the opinion of all or the majority. It should be added that, shortly after the adoption of the decree, some people thought that the decision would bring confusion and conflict among the people working at the Faculty. In fact, the use of the feminine gender has become established in internal documents over the past four years and there have been no objections or calls to reintroduce the exclusively masculine gender as inclusive in at least the last two years.

Jasna Podreka, Jana Kenda, Barbara Pihler Ciglič

Sexual and other Harassment and Violence in Academia: The Importance of a Systemic Approach

The present article discusses the importance of addressing sexual and other forms of violence and harassment, and their specific manifestations in academia. Numerous international studies have highlighted the dimensions of this problem, revealed the complexity of the relationships in this context, and pointed out the specific power relations in academia. It is a complex and still largely hidden social problem. Consequently, those who seek to challenge violence and harassment often face obstacles and fear, leaving much of the violence and harassment hidden and unaddressed.

Data show that victims of sexual and gender-based harassment and violence are predominantly female (in 90% of all cases) and LGBTIQ+ (because of their sexual orientation, gender identity or gender expression). We can therefore speak of the gendered nature of this problem, as there is a clear distinction between those who cause such harassment and violence and those against whom it is directed. Existing relationships and power relations in society play a key role in understanding and addressing these forms of harassment and violence, as there is usually an unequal power relationship between the victim and the perpetrator, which thus allows for abuse of power.

While the issues of harassment and violence fall within national labour and criminal legislation, when planning activities within the Gender Equality Plan subgroup (NES) at the Faculty of Arts, University of Ljubljana, we were interested in the following issues: how the institution deals with its own responsibility in establishing mechanisms and preventive practices in this area, what has already been done in this field, which systemic mechanisms are already in place, and what the key weaknesses of the system are. Preliminary analyses of the state of play have shown that sexual and gender-based harassment is still very much present within the academic environment. With the exception of mobbing, it is a type of violence that has been largely unregulated and overlooked, while academic institutions are typically faced with a lack of adequate institutional and other solutions in this area. Accordingly, we concluded that there

is a great need for systematic monitoring of the problem and for specific institutional regulations that address the problem of sexual and gender-based harassment and violence in academia, as well as regulations and internal legal acts that clearly specify how to proceed in such cases. It was also noted that there is a lack of general and specific complaint mechanisms for victims of such forms of violence and practices. Since the norms and values that reflect the organisation of the gender order, the structure of the unequal distribution of social power, prestige and standing, and the way gender is socialised are also shaped and reproduced within the academic sphere, consistent addressing and research of this issue is all the more necessary and important. This is one of the reasons why, in the last few years, both at the Faculty of Arts and at the University of Ljubljana, we have systematically addressed this issue, adopted some important systemic solutions, and carried out several awareness-raising events, as well as planning for a number of future activities. In this paper, we shed light on these issues in the academic environment and present key changes in this area.

The most important systemic changes in this area include a revision of the rules on harassment, violence and mobbing at the University of Ljubljana, the creation of professional guidelines on sexual and other forms of violence and harassment at the level of the Faculty of Arts, and the establishment of the Institute of Confidential Counsellors at the level of the University and its 26 members, as this enables adequate information and protection for all employees and students.

Tjaša Cankar

Mentoring

In order to achieve gender equality in academia, which is characterised by the fact that women are still underrepresented in senior positions, mentoring a junior female scientist who is working with a more experienced female scientist is one of the initiatives that helps to establish professional connections and networks. This form of mentoring considers women's career development in the context of women's broadly defined roles and social status, as well as the constraints they face. The six institutions

participating in the Gearing Roles consortium have committed to participating in the mentoring programme organised by the Spanish Foundation for Science and Technology FECYT from 2019 to the end of 2022. Six experienced or established female researchers and faculty members, who are aware of gender issues in academia, became mentors to an equal number of early career female scientists working at their institutions, mostly in early postdoctoral positions with the desire to build a career in their field. Three pairs of mentors from the Faculty of Arts, University of Ljubljana, participated in the mentoring programme and evaluated its strengths and weaknesses after the programme was completed.

The participating mentoring pairs felt that the mentoring programme provided a very good opportunity for conversation and self-reflection, for reflection on one's own career path and future, on gender equality in research, on the obstacles women face in developing successful and satisfying careers, on how to promote gender equality in research and teaching within the institution, and on how mentor and mentee can support each other in navigating institutional culture and practice.