

2. Políticas, instituições e cidadania

OC - (23195) - SUPPORTIVE, RESISTANT... OR IN-BETWEEN? A TYPOLOGY OF ATTITUDES TOWARDS GENDER EQUALITY AMONG UNIVERSITY LEADERS

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Since at least the 1970s, research has been conducted to map the factors conducive to gender equality policy success in Higher Education; yet, there is also a growing need to understand resistances to better evaluate the strategies implemented (Bergqvist, et al, 2013; Poggio, 2018). To grasp power struggles and dynamics between proponents and opponents, we need to focus on the strategies that actors use and the opportunity structures in which they are embedded (Bergqvist et al, 2013; Diogo et al., 2021; Flood et al., 2021; Husu, 2013; O'Connor, 2019; Sağlamer et al., 2016; Verloo, 2018). This presentation addresses this challenge. Drawing from a case-study research (that included secondary data, interviews and focus groups in four HEIs) and 25 interviews conducted with university leaders of public HEIs in Portugal, collected through the Gender Equality in Higher Education Institutions Project (funded through the EEA Grants), we developed a typology of leadership profiles that allow us to capture different perceptions and willingness to promote and implement equality measures and plans. Portugal lagged in the implementation of these policies and only recently has massified its higher education system. To examine positions of resistance, support or ambivalence regarding gender equality in academia, enables us to discuss how leaders differ in terms of knowledge about, interest in, and availability to promote gender equality, while also taking into account the different disciplinary areas of decisionmakers training and the "gender cultures" of their organizations. This provides important insights into new policies that support gender equality in Higher Education Institutions.

Palavras-chave : Gender, higher education institutions, leaderships