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Prof. **Shouraseni Roy**, Professor, University of Miami, US

Long-Term Spatial Patterns of Trends Gender Inequalities/Inequities in the Context of Vulnerability to the Impacts of Climate Change

Keywords: climate change, extreme weather, women and girls, education, empowerment

The impacts of climate change are not gender neutral. Gender inequities, disparities, and inequalities are exacerbated by climate change, affecting women and men differently due to existing social norms and power imbalances at different levels. Climate change-induced events, such as extreme weather, displacement, and resource-scarcity, disproportionately impact women, who often face increased vulnerabilities. Therefore, there is a need for incorporating a gender lens and localized approach for a better understanding of the role of cultural norms in different regions. This paper explores the spatial patterns of linkages between gender equality/inequities and climate change mitigation and adaptation, drawing on long-term data.

Dr. **Apolonia Diana Sherly da Costa**, Progressive-Collaborative & International Institutional Multi-Partnership Postdoctoral Researcher, University of Münster, Germany

The Gender Inclusiveness Perspective in River Flooding and Cultural Resilience: Governing a Social Equity in Borderland Between Eastern and Western Timor Island, Indonesia-Timor Leste

Keywords: gender inclusiveness, social equity, flood disaster, cultural resilience, Timor Indonesia, Timor-Leste

Objective: To understand and to analyse how and to what extent a gender perspective is handled on research issues and on governing a social equity to strengthen and facilitate the strength of cultural resilience in dealing with flood disasters.

Methodology: A conceptual study through a collective literature review, using the Web of Science database to explore and review the terms 'flood', 'cultural', resilience', 'gender', and 'social equity'. The updated floods' reports or projects related to social equity for recommending several international policies are sourced from the UN Woman Program Agenda 2015 to 2022's document: "Plan for Equal: Gender equality, social justice, sustainability in the wake of COVID-19", and territorial policies, river watershed, and society's response to flooding from UN-ISDR.

Findings: The project of UN Woman, UN-ISDR actually shows a bright perspective of gender in its approach to disaster management. Based on the database search results, specific flood disasters and gender research and vice versa in Timor Island have not been found in any research

previously, but it is argued by previous expert opinions with studies related to different territories. Reviewing the projected sustainability of developing adaptive and preventive solutions to flood disasters from a socio-political perspective, all UN documents dealing with gender inclusion are supported by their own planning program for gender equality and social equity in flood-prone areas in Asia Pacific.

Conclusion: The similarities and differences that were analysed with social equity have summarized the two sides and reciprocity of how global and local feminists viewed gender itself; revisiting its solution rather than its gap between gender equality and/or gender mainstreaming. Timorese culture represented a unique profile of Asia Pacific's flood management, cultural resilience, and social equity in terms of governing a sustainable inclusiveness solution in the borderland of the Timor Island.

Prof. **Tsuyako Nakamura**, Professor, Doshisha University, Japan

Work-Life Integration Challenges of Japanese Private Universities: A Possible Solution From a U.S. Research University

Keywords: work-life integration, women empowerment, higher institution, women faculty

It is essential to take into consideration of gender equality in sustaining society. This presentation focuses on the challenges that higher institutions face in terms of vitalizing women faculty. I examine some of them for Japanese private universities and present two steps to achieve gender equality in academia: a work-life integration support case and women's representations. Based on historical research in the U.S. and contemporary

analysis of Japanese private universities, this presentation provides an analysis of the development of gender equity in research universities in the United States and a private university in Japan, aiming at empowering women faculty.

Prof. **Karen Fitzgibbon**, Professor of Learning and Teaching, University of South Wales, UK

Professorial Candidates: Female Attitudes to Promotional Opportunities, a Reflective Account

Keywords: confidence, mentoring, professorial

For many years I have been working with candidates for promotion to associate professor and professor of learning and teaching not only within the institution I work at, but also in other institutions.

I have noticed there is often a low confidence level amongst those identifying as male and female, but that this is more common in female applicants. This manifests itself in many ways – a reluctance to see themselves as professorial candidates, a lack of self esteem, a sense of needing to be convinced by a third party and so on. This contrasts with a confidence shown

(predominantly but not always) by male candidates. This shows itself in a specific attitude–female candidates lacking confidence will look at the list of criteria and find all the ones they believe they will not meet, whereas male candidates lacking confidence will use external reasons for any potential gaps in their applications.

In both those identifying as male and female who have confidence about their applications, anecdotally female candidates take longer in the writing process, often joining writing circles or groups to support one another. Male applicants are more likely to dismiss possible gaps and are also more likely to put what they regard as an incomplete application forward.

In my paper I discuss these and other reflections of working with candidates. I will explore the concept of relational trust when applied to a mentoring role and how the application process itself could be more inclusive of all candidates.

Dr. **Kimberly A. Scott**, Professor, Arizona State University, US;
Jennifer McGarry, Student, Dublin City University, Ireland;
Monica Ward, Dean of Teaching and Learning, Dublin City University, Ireland;
Deirdre Butler, Professor, Dublin City University, Ireland

Intersectional Collaborations: How we Cross Divides Without Breaking Our Backs

Many critical feminist scholars (i.e. Anzaldua, Collins) have long warned about the perils and pitfalls of collaborations. These critiques have contributed significantly to theoretical discussions of diverse coalitions. Yet, questions remain as to how best to collaborate across race, nation, and power divides. Our panel discussion will analyse an intercontinental, interdisciplinary team members' collaborative efforts while developing and implementing a digital equity program, entitled the WEAVE Project. Funded by Science Foundation Ireland, the WEAVE Project co-developed a culturally responsive, computational thinking framework for primary schools in Ireland that is gender-neutral. It considers under-served audiences' (e.g. females/lower-income communities) and ecological constraints along with their affordances (e.g. teachers' knowledge) in order to reach participants not normally engaged with STEM. Project team members represent diversity along multiple intersecting identities. Presenters will assume an autoethnographic approach to contextualize how we built a unique collaborative system while engaged in scholarly activism. The presentation's primary objective is to propose a new feminist framework we call intersectional collaboration. After five-years (2019-2023) of ideating, implementing and evaluating WEAVE, the following themes appear among our narratives: Ceding control versus ceding power; network capital; asset interactions; and the necessity of time. In sum, this presentation offers a conceptual article outlining the micro, meso, and macro-level intentional work for effective intersectional collaborations. To this end, we will explore how various decision makers (e.g. funding agencies, researchers, academics) can employ our proposed framework when engaged in and/or supporting digital equity projects.

Kasandra Lynette Dodd, Student, University of Georgia, US;
Joy Angelique Green, Student, University of Georgia, US;

Jennie Pless, Student, University of Georgia, US;
Mamie Harper, Student, University of Georgia, US;

Meeting at Our Intersections: Reimagining Academic Survival in Doctoral Education

Keywords: feminist collective biography, academia, doctoral program, healing, intersectionality

Recent events such as the resignation of Dr. Claudine Gay (Harvard University) and the tragic loss of Dr. Antoinette Bonnie Candia-Bailey (Lincoln University) have highlighted critical conversations surrounding the state of academia. Between higher education's centering perspectives of white middle-to-upper-class cis-men and hollow pursuits of inclusivity, academia remains an uninviting terrain for women/femmes - particularly those of color. "We are a theory in the flesh"

We are a collective of women/femmes made up of a multitude of lived experiences and backgrounds; we vary across age, race, orientation, nationality, and gender. In this paper, we describe our process of creating our own sense of community resonating from the need for love, safety, and self-perseverance within the unfamiliar, at times volatile, journey of obtaining a Ph.D. Building on the work of Toledo et al. (2023), we utilize feminist collective biography to reflect on the following questions:

What does it mean to create community in academia?
How can we leverage our collective to disrupt traditions of the academy?
How might marginalized women/femmes succeed in doctoral programs with our hearts, passions, and souls intact?

Through the creation of this collective, we identified four core principles: embodying an 'ethic of love,' humor/laughter/joy, radical transparency, and critical consciousness.As we've witnessed the rippling impacts of institutional violence experienced by multiply marginalized women/femmes in academia, we have created a healing space. Guided by lineages of intersectional feminist theorizing, we demonstrate the necessity of collectivity for women/femmes not protected in the academy.

Prof. **Alfred H. Makura**, Associate Professor, Central University of Technology, South Africa, South Africa

South African Female Academics' Preparedness to Work From Home During the COVID-19 Pandemic: Benefits and Barriers

Keywords: women academics, work from home, COVID-19, qualitative, public university

Objective: This study sheds light on the preparedness to work from home of some South African women academics during the COVID-19 era. Very little is documented regarding benefits and barriers of working from home by South African female academics stemming from their preparedness and the institutional support received in rendering meaningful academic service to

their students. This after most universities abruptly switched to a multimodal pedagogical and assessment regime.

Methodology: The research adopted a qualitative research design. Data were solicited from a sample of thirteen women academics at five purposively selected public universities in South Africa. They responded to a structured open-ended questionnaire seeking their perspectives on preparedness experiences of working from home. Data were thematically analysed for its content.

Findings: The research results showed that most female academics were not prepared for 'new academic normal' characterised by an online teaching and learning format. The academics indicated also that they were underprepared and unprepared for the multimodal teaching and assessment regime. The academics possessed basic technological skills at the onset of the pandemic but benefited from academic interventions by their respective institutions, inter alia the use of Blackboard, Zoom and Teams for teaching and learning purposes. Some academics reported that their research productivity plummeted due to the massive demands of online teaching.

Conclusions: The work from home phenomenon brought by the COVID-19 pandemic presented some female academics with both benefits and barriers. South African female university academics were not adequately prepared to engage in meaningful pedagogic or instructional activities while working from home at the onset of the COVID-19 pandemic. The use of technological devices and platforms worked against their instructional effectiveness. Most institutions provided technical support to them (online workshops and material) to improve their instructional effectiveness while rendering a critical service to the students.

Sheri Brynard, Qualified Assistant Full-time Teacher, Lettie Fouche School, South Africa

Challenges Originate Into Excellence

Keywords: feminist, Down Syndrome, international ambassador, N6 National Diploma

Shéri Brynard will share with the audience how her life evolved after she finished her studies and acquired a diploma in the mainstream environment. It was only when she started working with children with special education needs, many of them having Down syndrome, that Sheri realized how much potential there lies in every person with any kind of disability. Being more mature and being part of the working environment, with responsibilities that can affect children's lives every day, made Sheri realize that she is just a small part of a big reality

Shéri will tell the audience what it means to her to serve as the ambassador for Down Syndrome International (DSi) and to represent people with Down syndrome in South Africa at the DSi meetings. These interactions influence the way Sheri observes her rights and social responsibilities as a citizen in her country. All the appropriate laws seem to be in place, although

she is inhibited by the same laws, which does not respect her legal capacity over matters of importance to her because she does not have the right to sign a legal document.

Shéri Brynard gives meaning to her life by advocating and raising awareness of the abilities of people with disabilities, such as Down syndrome, in both South Africa and abroad. Shéri truly believes that all people can choose to make the best of their circumstances and she is a living example of this choice. Her challenges continue to provide opportunities for her to grow.

Dr. **Sharity Bassett**, Assistant Professor of Women's & Gender Studies, Associate Director of Electa Quinney Institute for American Indian Education, University of Wisconsin-Milwaukee, US

Revisioning Archival Spaces: Rematriating Stories Through an Indigenous Methodological Lens

Keywords: indigenous women, decolonization, rematriation, indigenous methodology, archival research

U.S. national archives hold a piece of the documented history of colonization of Indigenous peoples of North America. The National Archives and Records Administration in Kansas City, Missouri, holds the Bureau of Indian Affairs records of the Pine Ridge Reservation in South Dakota. This collection is almost completely void of Indigenous perspectives; the erasure further compounded for Indigenous women. Applying an Indigenous methodological lens disrupts the logics that organize archival spaces, namely, hierarchy and linear time. Through this disruption, a theory of rematriation can unearth Indigenous women's stories, articulating how settler colonialism continues to disenfranchise Indigenous women's bodies.

Prof. **Fidelma Ashe**, Professor of Politics, Transitional Justice Institute, Ulster University, Northern Ireland

Women's Participation in Constitutional Change on the Island of Ireland

Keywords: gender sensitive constitution-making, deeply divided societies, grassroots women, critical epistemologies

The island of Ireland has recently experienced an upsurge of discourse on Irish unification. Women need to be at the centre of these constitutional deliberations. Yet, given the gender history of the region, gender issues in debates around Irish Unity are likely to remain on the periphery of ongoing public discussions. The paper discusses Critical Epistemologies Across Borders (CEAB) which is a collaborative research project by Ulster University and University College Cork. The research is being funded by the Higher Education Authority, Department of Further and Higher Education, Research, Innovation and Science, Ireland. This project aims to include grassroots women in constitutional conversations using a methodological approach that creates safe discursive spaces for women to share their knowledges across different kinds of borders, including geographical borders. These spaces afford opportunities for capacity building

by women North and South of the British/Irish border. By sharing critical epistemologies, women are given opportunities to map possible constitutional futures that reflect their hopes and concerns. These spaces also open access to expertise in constitutional change in the areas of health, security and civic participation to build up informational resources in the women's sector. Furthermore, CEAB participants engage in local and global learning that includes a focus on women's participation in constitutional change in other societies through the use of creative methodologies. This paper maps the outcomes of women's critical conversations around constitutional change and assesses the value of approaching issues of inclusion and participation through interdisciplinary methods.

Prof. **Leonora Angeles**, Director & Associate Professor, University of British Columbia Institute for Gender, Race, Sexuality and Social Justice, Canada

Searching for Feminist Skin in the Game: Seductive Translocal Politics and Women's Organizing in Post-Marcos Philippines, 1986-2022

Keywords: feminism, organizing, transnationalism

Using critical discourse analysis, this paper examines how global women's movements' discursive shift from "women" to "gender," has been operationalized in Philippine women's organizations, against major phenomena. First, how Filipino feminist interpretations of the "woman question" in social-relational terms, foreshadowing intersectional feminist analysis, have pushed them in sector/issue-based organizing arrangements. Second are influential institutionalized forms of women's organizing qua political entanglements – Party-List and international development agencies alongside United Nations systems. Third is Filipino women's overseas migration which disrupts values of gender role-complementarity. Assessing risks-and-rewards associated with feminist organizing in 1986-2022, the seductive pull of translocal/transnational politics weakened grassroots women's capacities.

Dr. **Diana Mafe**, Professor of English, Denison University, US

The Oscars in the Age of Barbie: White Feminism at the Academy Awards

Keywords: barbie, Oscars, white feminism

This paper looks ahead to the 2024 Oscars and focuses on Greta Gerwig's blockbuster Barbie (2023). The film is predicted to be a triumph at the Academy Awards, but I argue that it also epitomizes the limited models of success for women at the Oscars. Barbie says more about what the Academy finds palatable, namely white feminism, than any gender paradigm shifts that transcend tokenistic diversity. Gerwig's "shoo-in" status, especially when juxtaposed with the shutout of Black women directors like Gina Prince-Bythewood from the 2023 Oscars, reiterates that female success at the Oscars remains rare and exclusionary.

Dr. **Elyse Ambrose**, Assistant Professor, University of California, Riverside, US

A Blackqueer Sexual Ethics as Liberative Praxis

In this paper, I propose a liberative study of religious sexual ethics that utilizes an archive of blackqueerness as an authoritative source for religious ethical reflection. This approach counters the disintegrative norms of anti-black, heteropatriarchal, and anti-body traditionalism in Christian sexual ethics, even those that strive to be liberative. It builds upon a tradition of black queer/LGBTQ+ critique at the intersections of race, sexuality, gender, and religion. Emphases on both personal and social right-relatedness mark a shift from the traditionalism of U.S. Christian sexual ethics based on rules to a right relations-based transreligious sexual ethics springing from continual, communal reflection.

Dr. **Maissa Khatib**, Research Scholar, Arizona State University, US
Tanya Purwar Khatib, Student, Purdue University

Breaking Barriers: Integrating Refugee Women through Education in STEM and Social Sciences

Female refugees encounter integration challenges greater than their male counterparts, particularly concerning access to the labor market and their potential economic contributions to the host country. A gender-centered approach is imperative to provide integration support and tailor services to the unique needs and circumstances of refugee women. This research study is centered on creating a pathway for refugee women through an educational intervention situated in a transdisciplinary ecosystem encompassing STEM and social science disciplines. Employing a mixed-methods design, the study's quantitative results, though not achieving statistical significance, offer promising insights into positive shifts in participants' well-being post-program. Complementing these quantitative findings, qualitative analysis reveals four prominent themes: feelings of isolation and detachment, personal transformation, a nurturing ecosystem, and a heightened sense of belonging. By addressing the specific challenges faced by refugee women during resettlement, this intervention not only facilitated their integration into the host society but also enhanced their overall well-being.

Dr. **Merdzana Obralic Cibiz**, Programme Leader & Senior Lecturer, Liverpool John Moores University, UK
Dr. **Nudzejma Cakir**, Professor, Uludag University, Turkey
Dr. **Salih Faruk Cibiz**, Professor, Oxford Brookes University, UK

Social Integration of Female Migrant Leaders in St. Louis, USA

Increased migration of people from third-world countries and war-affected areas has been observed all over the world, especially in Western countries. This study examines the factors that influence the most female migrants' cultural adaptation in St Louis, USA, and how such an adaptation can help build the understanding of female migrants' life and employment experiences in the country.

To collect the desired data, we conducted interviews with 125 (N=125) Bosnian female migrants in St. Louis, USA. The research questions were developed based on the factors suggested by the UK Home Office, such as positive experiences, social relationships, closeness, and disconnection. The respondents expressed that they had positive experiences regarding social integration. They emphasized the importance of strong social relations with former migrants from the same ethnic background, as it facilitated successful integration into the new community. In other words, earlier migrants acted as a strong bond with the new community, helping newcomers with education and entering the labour market. The respondents also mentioned that the second language, receiving context, and welcoming society played significant roles in influencing social integration, particularly in terms of housing, healthcare, and local participation. Interestingly, some results regarding discrimination and closeness varied depending on the demographic data.

We believe Bosnians contributed to diversity, intercultural understanding and mutual peaceful coexistence. We believe the migration pattern of Bosnians to St. Louis might serve as a model for creating new policies and strategies in areas where migration is still occurring.

Sarah Albugami, Student, Queen's University Belfast, UK

Saudi Women Leaders in Public Sector

Keywords: women, leadership, Saudi Arabia, public sector

The research aims to investigate women's leadership in public sector organizations in Saudi Arabia. It seeks to explore the progress made in the country over the years and delve into the experiences of individuals who are striving to attain and maintain leadership positions. The research design is determined by the focus of the research in question, and specifically by the research questions which are:

What are the key characteristics of women who occupy leadership positions in ministries and government organisations in the Kingdom of Saudi Arabia?
What are the factors that helped women in leadership positions?
What progress have women leaders made in the Kingdom of Saudi Arabia during the last five years, both quantitatively and qualitatively? How compatible is this with Vision 2030?
What are the challenges that women leaders face in the Kingdom of Saudi Arabia to maintain their positions, activate their roles, and advance in leadership positions?
What are the additional concerns of these challenges?
How can Vision 2030 influence overcome these challenges and concerns?

This focus requires different methodological approaches, the mixed-method approach adopted here. Questionnaires are typically employed when it comes to gathering quantities of data that need to be cost-effective in terms of the underpinning processes. In addition, the research focus is on the experience of individual women from their journeys into leadership. To collate data from this perspective, semi-structured interviews are conducted.