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Dear **ATGENDER** Members,

This newsletter informs you about developments and activities within **ATGENDER** in the past months: from the successful Spring Conference in Gothenburg last April to the publication of two brand new volumes in the Teaching series. **ATGENDER** was present at major events, such as the launch of the Resource and Documentation Centre (RDC) of EIGE in Vilnius last October. The result of a constructive cooperation of Women and gender libraries in Europe and the European Institute on Gender Equality (EIGE). We are pleased to announce the next spring conference in Barcelona, in June 2014. Don't forget to mark the dates in your agenda! Please keep informing us of developments in the field, interesting projects, conferences, jobs, and all other relevant information in the field of Gender Studies and Women and Gender information. With your help we really can stay the most active network for the growing field of feminist knowledge and practice in Europe.

*On behalf of the **ATGENDER** board and office,  
Tilly Vriend, co-chair*

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## 1. 4<sup>th</sup> **ATGENDER** Spring Conference & General Assembly Setting a New Agenda for the Equality Policies 25-27 June 2014, Barcelona, Spain

**ATGENDER** has established a tradition of organizing Spring Conferences dedicated to research and teaching/learning in Women's, Gender and Feminist Studies, but also to activism and policy making. Following the successful **ATGENDER** conferences in Belgium (Brussels 2010), the Netherlands (Utrecht 2011), Hungary (Budapest 2012), and Sweden (Gothenburg 2013) the turn has now come to Spain and the next conference is hosted by Barcelona Provincial Council in the Francesca Bonnemaison Centre.

For the first time the central theme of the 4th Spring Conference is Equality Policies

that need to be critically-creatively discussed and assessed by the multiplicity of actors. Therefore, the conference aims to bring together policy makers, politicians, practitioners, activists, representatives of libraries and documentation centres, researchers, and students in the field of Women's, Gender and Feminist Studies to



productively revisit the existing gender equality policies and its conceptual framework, and simultaneously propose affirmative alternatives to both applied definitions and practiced policy directions. This conference creates an exciting opportunity for various practices and theoretical

perspectives related to gender and equality to enter into daring conversations ranging from reflections on policies, activist undertakings and educational programmes (e.g., Gender Studies expertise, employability and work for gender equality) to feminist research (e.g., its contribution to policies aimed at gender justice).

Following the previous format, the **ATGENDER** Spring Conference will offer panels, round tables and expert meetings. Importantly, attending to its members' needs, the conference will enable working groups to meet and further advance their collaboration.

During the conference, the General Assembly for **ATGENDER** and Elections of the new Board members will take place. The General Assembly will also form a space for the **ATGENDER** members to engage in an inspiring conversation with the Board members.

A modest scheme of grants will ensure especially participation of institutional and student members who are involved in activities of **ATGENDER**.

**ATGENDER's** board member Anna Cabó of the Barcelona Provincial Government will be the principal organizer of this conference.

**Please, observe the Call for Contributions that will be sent out shortly!**

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## **2. Membership Renewal**

### **Renew your ATGENDER membership for 2014.**

In November all **ATGENDER** members will receive an email with an invoice, inviting you to renew your membership for 2014.

#### **Why renew your membership?**

1. With your membership you support a European infrastructure for Gender-

studies. This network is crucial in struggles for establishment, continuation and expansion of critical feminist research, Gender-studies courses & teaching programs and documentation about women, gender and feminism.

2. **ATGENDER** establishes a unique cooperation between researchers, teachers, students, graduates, activists and policy makers providing critical support for feminist activism and gender equality.

3. As a member of **ATGENDER** you receive free copies of books published in the book series "**Teaching with Gender**". For 2013 you will receive "Teaching Gender with Libraries and Archives", for 2014 you will receive "Teaching against violence: Reassessing the toolbox".

4. **ATGENDER** -members are entitled to register for a reduced fee for yearly **ATGENDER** conference. In 2014 **ATGENDER** organizes a spring conference on gender policies in Europe (and connections between activism, research & documentation) policy making and in 2015 the 9th European Feminist Research Conference - **in Lapland 3-6.6.2015**.

5. Institutions and organizations doing feminist research, offering programs in gender and women's studies or aspiring to do so, can, just as individual members, profit from their membership because they can refer to the **ATGENDER** infrastructure for dissemination in grant applications.

6. **ATGENDER** supports actions and protests of its members against cuts and closures of gender studies programs.

7. **ATGENDER** allows you to establish permanent connections with other students, researchers, teachers, information-specialists & librarians, activists and gender policy makers throughout Europe and to meet during the yearly **ATGENDER** conferences.

8. **ATGENDER** members have the right to bid for organizing one of the **ATGENDER** conferences

9. **ATGENDER** members may vote in General Assembly and elect new board-members according to the statutes. Institutional members have 3 votes, individual members have 1 vote.

10. **ATGENDER** distributes 'Weekly **ATGENDER** news' in this email letter members may advertise their activities, conferences, calls for papers, publications.

The **ATGENDER** General Assembly decided in April 2013, in Gothenburg, Sweden, during the **ATGENDER** Spring conference, not to change membership fees for 2014. Institutional members pay 500 for full membership, (250 reduced) individuals 75 for full membership (45 reduced), student membership is 25 Euro. If you want to apply for reduced fee, please indicate reasons and arguments in form online.

Payment can be done via PayPal or via bank transfer.

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### **3. Evaluation of the Spring Conference in Gothenburg: a summary**

As promised at the Spring conference in Gothenburg, we published an

evaluation-survey on the **ATGENDER** website to get your feedback about the conference, so we can learn from your experiences and incorporate your recommendations in future conferences. We are very pleased to inform you now about the outcome of the survey. Recommendations focused on the organization, the program and the conference fees.

**Organization:** In general the organization of the conference received overall very positive responses. 79% of the participants found the conference well organized. Useful suggestions were made, like: It would be better to get practical information in one email, instead of many different messages. The **ATGENDER** information desk as well as the **ATGENDER** PR material were found most helpful. The printed program was not so clear, according to several participants.

**Program:** Most appreciated part of the conference were the key note speeches, paper presentations and round tables. Several people found the program of the conference too tight/ too full. Especially the schedule for the opening day was excessive; the very long first evening program was too much! In future it would be very helpful to receive the complete conference program in advance. It would be nice to plan more time for working group sessions. The poster presentation should be organized better; posters were too small.

**Fees:** Half of the participants in the survey agreed that the conference fee was on a normal level. The number of people who thought the conference fee was high equals the number of people, who thought it was unaffordable. One third of the participants in the survey agreed that the conference fee was low for the contents offered.

**Grants:** Nearly one fourth of the participants in this survey received a grant from **ATGENDER** and one third came with a grant provided by the host (professional) institution. The rest of the participants came on their own expenses.

**In conclusion:** The great majority intends to participate in future **ATGENDER** conferences. We will do all we can to incorporate your recommendations in the organization of next spring conference! So hopefully see you in Barcelona (June 2014) Finally we like to thank all of you who took the time to send their feedback. Let's together try and make **ATGENDER** a network for and by active members!

*Tilly Vriend , co-chair **ATGENDER***

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#### **4. Exciting chance to receive a grant for panel at Women's World Congress in Hyderabad**

**ATGENDER** supports the three-yearly organized Women's Worlds Congress. A huge meeting of women's activists, gender scholars, policy makers, grass roots organizations and students. In 2014 the WWC will be organized in Hyderabad, India <http://womensworld2014india.com/ws/index.php/message> .

The call for proposals of the WWC2014 is open, but at the moment no deadline is

mentioned.

**ATGENDER** has made a financial reservation for partial travel and registration grants (500-2000 Euro), that would allow 3-4 active **ATGENDER** R members to attend this conference. The money for this reservation come from a 'founding donation' offered by WISE, the first European network for women's studies in Europe - co-founder of **ATGENDER**.

We invite **ATGENDER** members to send a proposal for offering an **ATGENDER** panel or workshop at this conference. The **ATGENDER** board will decide on funding according to the following criteria, all connected to the aims of **ATGENDER**:

- original approach that contributes to bridging gender/feminist/women's scholarship and gender/feminist/women's activism;
- the global politics of location of gender studies and gender activism in Europe are explicitly addressed;
- connections (in preparations and in follow up) with activities and events organized by **ATGENDER** (spring conferences, 7th European Feminist Research Conference, teaching series, **ATGENDER** working groups)
- brings together participants from different European countries.

\* Those who receive a grant will be asked to promote **ATGENDER** at the conference.

\* Application for other funding is highly appreciated.

Procedure:

1. submit your proposal to WWC2014
2. send a copy of submitted proposal + explanation of relevance for **ATGENDER** -aims to Info **ATGENDER**

Deadline: January 15, 2014. The **ATGENDER** board will decide in its February meeting about the grant. Board members involved in an application will be excluded from the decision making process. The grant will be paid in form of (partial) refunding of costs actually paid.

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## **5. Launch of a new European Resource and Documentation Center on Gender Equality in Vilnius, Lithuania on October 1**

### **Gateway**

Although the new centre is located within the European Institute on Gender Equality (EIGE) the website is accessible from any place and offers a portal with about 240.000 gender equality related resources from five libraries and documentation centers specialized in women and gender and EIGE. Besides the portal



the Research and Documentation Centre offers a database with gender equality knowledge produced by EIGE and an online platform for discussion about gender topics, 'EuroGender'.

EIGE's portal is a unique European source of gender equality knowledge, combining the collections of existing women's and gender information centres and libraries with data, tools methods, good practices. It assists policy makers and practitioners in locating key resources on gender equality, it facilitates the exchange of knowledge and provides a space to discuss and debate key issues on gender equality.

*The Research and Documentation Center is available via <http://eige.europa.eu/rdc>*

### **Partnership**

The portal was developed through a unique partnership of EIGE with:

**Atria** - institute on gender equality and women's history in Amsterdam

**Amazon** - Resource Centre for Equality between Women and Men in Brussels;

**Cid-femmes** et genre - Information and documentation centre for women and gender issues in Luxembourg;

**Gender Library** of the Centre for trans disciplinary Gender Studies at Humboldt-Universität in Berlin;

**KvinnSam** - National Resource Library for Gender Studies at Gothenburg University

### **The power of information**

At the conference that accompanied the launch of the Resource and Documentation Center gender experts and policymakers of the EU talked about the importance of information for achieving gender equality. Agnes Hubert of the Bureau of European Policy Advisers (BEPA) memorised the joint publication of Atria and the Danish KVINFO '*Resources for providing information and documentation in the field of equal treatment for men and women in the European Community: study carried out for the Commission of the European Communities by IIAV and KVINFO*' (1991). This report contains a mapping of women's information centers in the EU at the time and an analysis of possibilities to improve the exchange of gender information on a European level.

More than 20 years have passed since. WINE (the Women's Information Network Europe) has been active ever since to promote partnerships and collaboration to make women and gender information accessible and available. Now we can finally benefit from this endeavour to join forces.

*Tilly Vriend, partner on behalf of Atria in the EIGE portal, board member WINE and co-chair **ATGENDER**.*

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## **6. Student activities at the Spring conference in Gothenburg by Marie-Louise Holm and Pat Treusch**

Learning and teaching (with) gender were the main themes of the last **ATGENDER** Spring Conference, April 2013 in Gothenburg, Sweden. WeAVE contributed to this conference with the roundtable **Knowledge affected: Reflecting topics and formats of current knowledge transfers in Gender and Queer Studies**, organized by Marie-Louise Holm (PhD student at Gender Studies/Tema Genus, Linköping University) and Pat Treusch (PhD student at the Center for Interdisciplinary Gender Studies and Research, University of Applied Sciences, Berlin). This roundtable focused not only on discussing students' perspectives on queer and feminist pedagogy, but also put an emphasis on the workings of affects in the classroom, raising the question: What role do affects play in learning cultures, and how do they impact knowledge flows? All the speakers explored this question from both a theoretical perspective and gave examples of their own teaching experiences.

The roundtable was divided into two parts: in the first, three speakers each gave a presentation centered on affecting knowledge and the effects of knowledge, and in the second part the audience was invited to discuss with the speakers the issues raised in the presentations, as well as issues beyond them. The speakers were invited to connect format and content in their talks, opening the floor for more experimental styles of presentation. With this, the organizers intended to also explore affects in the classroom and their impact on knowledge flows in a playful manner. Furthermore, this roundtable was conceptualized as intergenerational, aiming to include different experiences of both junior and senior teachers/researchers.

**Marie-Louise Holm** transformed the room into a virtual classroom in her presentation: **"The aura of people cannot be transmitted through computers: Tutoring Bachelor and Master students online."** Using Adobe Connect Pro's format of a virtual classroom, she enacted a session typical for how she experiences teaching as a tutor. Thereby the audience was following her twice: at the same time she was standing live in the room and presenting virtually on the screen. Her style of presentation embellished the experiences of some students' and a teacher's virtual meeting. By choosing this style of presentation, Holm was able to display the "affective work" (Gutiérrez Rodríguez 2011) she as a teacher is engaging with, as well as the workings of effects of various students. She touched on feelings of uncomfortability and self-awareness by constantly seeing her own face on the screen in line with the students' while tutoring; the intense attention needed from all participants in the online encounter to receive and interpret each other's affective states and responses and entangled feelings of great distance and intense closeness in these meetings; her feelings of insecurity in relation to responding to students with very different backgrounds and life-worlds; students' feelings of shyness, performance anxiety, and challenges of working in a language that are not their mother-tongue; and the incidence of a delicate, but perfect choreography of the students' listening

and responding to others in a virtual room with no webcams on. Hence this technologically enabled virtual classroom is not an anonymous room, but one saturated with affects and intensities, which makes it a quite intimate space of meeting as Holm discussed vividly.

**Lissa Holloway-Attaway** (senior lecturer at Blekinge Tekniska Högskola) made an impressive connection between “ontoepistemologies” (Barad 2007) of and affects in the classroom in her poetic lecture **“Dangling Monkey-Ropes and Sharing Stories (entangling affects and performing dangerous digital pedagogies)**. She also used her voice, her body, and the data projector to present. Starting by problematizing location in teaching (with) gender, she discussed teaching as an experience of sharing stories. Sharing hereby becomes the mode for entangling disciplines and their methodologies, bodies (text bodies, students’ bodies, the teacher’s body), and locations. Drawing on Herman Melville’s novel “Moby-Dick” (1852), Holloway-Attaway transferred the audience onto a whaling ship, meeting Ishmael, the inexperienced whaler and narrator of Moby-Dick and Queequeg, the chief harpooner, teaching Ishmael. Holloway-Attaway described the process of overmastering the whale by these two storybook characters, using the so-called ‘monkey-rope’, as a process of attuning to the whale, harpooning it and cutting it. The monkey-rope furthermore became a figure for the experience of teaching. Holloway-Attaway described this process in terms of an encounter, entangling beings, as well as ideas, and affective intensities. Through the dangling monkey-rope, the method with which Ishmael and Queequeg master the whale in a “phenomenal dance”, she managed to share stories about teaching digital culture and English literature in the queer and feminist classroom.

In her interesting talk **“Unsettling Teaching: The Affective Dilemmas of Feminist Pedagogy within Neoliberal Universities”**, **Maria do Mar Pereira** (lecturer at the University of Warwick) brought up feelings of discomfort in the classroom. First of all, she discussed feminist pedagogy as a practice of at the same time creating a safe learning climate and operating with confrontations, and thus teaching practices of thinking in unconventional ways. Drawing on Boler’s “pedagogies of discomfort” (Boler 1999), Pereira exemplified how these engage in strategies, which intend to teach students to become sensitive to and reflect upon their own position in socio-cultural power relations and hierarchies. Furthermore, she described not only how evoking discomfort works as a basic pedagogical strategy to teach critical thinking, but also how this strategy is in need of specific relations between teachers and students. These are conditioned by creating a classroom in which feelings of discomfort can be issued and in which the students feel equally supported in issuing for example discomfort. After presenting a variety of examples from her “affective experiences in feminist classrooms”, Pereira problematized processes within neoliberal universities, that re-structure the classroom, and which therefore are in conflict with teaching affective experiences in feminist classrooms. Pereira framed this conflict as the current dilemma of feminist pedagogies, and then invited the audience to discuss coping strategies together.

In the second part of the roundtable, the joint discussion, the audience and speakers exchanged more experiences in relation to teaching situations touching among other things upon the conditions of teaching and learning at the neo-liberally structured universities in Europe; intense learning processes for all involved in the encounter between students and teachers with very varied backgrounds; ethics and responsibilities in the meeting between teachers and students; frustrations around the difficulty of connecting and responding to students' sometimes intense affects which the teacher has played an active part in producing as part of the learning process in situations where the time spent with each student is extremely limited. Furthermore, a lot of questions were raised about online teaching and learning, although only very few in the audience had experiences with such teaching forms. The varied presentation of the fruitfulness and opening of new spaces and possibilities, and the frustrations, tensions, and difficulties that might play out in a virtual classroom intrigued many participants in the roundtable discussion and stirred a lively debate.

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## 7. Teaching with gender : 2 New Publications

### Teaching Gender with Libraries and Archives

We are very happy to announce that the book *Teaching Gender with Libraries and Archives: The Power of Information* has now been printed and is available in the Teaching with Gender book series, published by **ATGENDER** and CEU press. Thanks to the efforts of all contributing authors, the editorial board, the anonymous reviewers, and **ATGENDER**, this book offers an exciting new addition to the series.

*Teaching Gender with Libraries and Archives* was conceived of as a pedagogical tool, aimed at stimulating gender studies teachers to critically reflect, together with their students, on libraries and archives as profoundly gendered knowledge spaces. Whilst feminist standpoint theory with its recognition that knowledge always emanates from and is produced within a specific situationality is now commonplace in gender studies, libraries and



### Teaching Gender with Libraries and Archives

The Power of Information

A book series by ATGENDER

Edited by Sara de Jong and Sanne Koevoets



archives have so far largely escaped critical feminist reflection on their status as both locations *and* as actors of knowledge production.

Consequently, we have set out to provide an array of diverse, complementary perspectives both from within and aimed towards libraries and archives. Scholars, teachers, activists and information specialists reflect on questions such as: How can we 'open the black box of the library'? How can we make visible the political entanglements of knowledge spaces with their social, historical, cultural and technological contexts? Are there analogies between gender studies research practices and the practices of collecting, preserving, ordering and disseminating feminist knowledge? What are the challenges involved in preserving and disseminating knowledge about gender issues? How can we produce situated feminist knowledge from within and about the social, institutional, symbolic and technological dynamics of libraries and archives?

Contributions from Iceland, Cyprus, the Netherlands, France, Belgium, Italy, the UK, Italy and Germany showcase archives and libraries as lively, fast changing and thoroughly political spaces, where students can engage both critically and creatively with a multitude of feminist practices, as well as reflecting on how the relationship between power and knowledge is enacted and materialized in particular libraries and archives. Each chapter offers suggestions for activities and discussions that can be used in or adapted to teaching settings.

Some of you will remember the book from the **ATGENDER** conference in Gothenburg, where we had the pleasure of presenting it and showing its beautiful



cover with artwork by Alicia Martin. Since then the book has been presented in Leipzig, Berlin, Nottingham, Leeds, Amsterdam, and soon in Newcastle. If you know of any events or audiences – such as teachers, students, scholars, librarians and/or archivists – that would be interested in hearing more about this book, please do not hesitate to get in touch with the editors. Please also get in touch if you would like to write a review of the book or know of a publication that might be interested in a review copy. In the meantime, we hope that this book will inspire many interesting classroom activities and discussions.

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If you are an **ATGENDER** member you should receive a copy of the book by mail. If you are not a member, you can order a copy through the website of the CEU Press or through Amazon.

**Teaching with gender** has just published a new volume: "Teaching against violence: Reassessing the toolbox", edited by Ines Testoni, Angelika Groterath, Maria Silvia Guglielmin, Michael Wieser.

The authors discuss on Gender Based Violence (GBV), considering it as a severe form of discrimination and a violation of human rights. Generally, GBV indicates the violence directed against a person on the basis of gender; although, in this volume, it is specifically considered as the effect of severe inequalities between men and women. The Council of Europe defines GBV as all acts that result in physical, sexual, psychological or economic harm or suffering to women occurring in public or private life. If we think that in Europe, it is estimated that 25% of women have suffered from physical violence and that the number of women who have suffered from other forms of gender-based violence is much higher and the black number may be terrifying, we comprehend how it is important the problem for the whole society but especially for the women studies. That is why **ATGENDER** decided that it is essential to include this topic in the *Teaching series*.

The forms of violence from which women suffer are extremely pervasive and involving their entire private and public area of existence, but *WHO's World Report on Violence and Health* notes that one of the most common forms psychological and physical aggression are performed behind closed doors of home. Where legal systems and cultural norms do not treat these dramatic situations as crimes, besides where the legal system is not considered as the basis of social relationships meanwhile common sense and consuetudinary codes orient the everyday life paying no heed to democratic bylaw, domestic violence is unmoving considered as a private family matter where society cannot enter, afterward a normal part of life. Starting from this focus, "Teaching against violence" establishes that GBV cannot be understood outside the social construction of gender norms and roles that support and justify violence against women as normal or tolerable.

Since the studies inherent to this problem are nowadays fortunately countless, the volume deals with advanced and original topics, taking for granted the already consolidated literature. Indeed particular attention has been paid for the socio-cultural dimension and its relationship with law matter, for the strategies of primary and secondary prevention of GBV, and for the methodologies useful to teach those issues as well. Moreover a specific consideration has been dedicated to the description of action-research results, among which a Daphne project, where the realization of specific activities and their effects are illustrates.

The volume is composed of seven chapters and boasts the participation of several authors, among which: Alisa Del Re, Surya Nayak, Phoebe Kisubi Mbasalaki, Auxiliadora Pérez-Vides, Marlene Matos and Ines Testoni.

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## **8. 9<sup>th</sup> European Feminist Research Conference in Rovaniemi, University of Lapland**

**ATGENDER** organizes European Feminist Research Conferences every third year in co-operation with its institutional members and national organizations of gender studies and gender equality. The 9<sup>th</sup> EFRC will take place at the University of Lapland, Rovaniemi, Finland from June 3-6, 2015. The topic is "Sex and Capital". Mark in your calendar! Co-organizers with **ATGENDER** and the University of Lapland are at least other Finnish universities with gender studies programmes, Gender Studies Network Hilma and Association for Gender Studies in Finland. Chairperson of organizing committee is professor Päivi Naskali.

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## **9. Nordic Forum in Malmö 2014**

<http://nf2014.org/>

Nordiskt Forum Malmö 2014 – New Action on Women’s Rights is a conference arranged by the women’s rights movement in Denmark, Finland, Iceland, Norway and Sweden. The regional conference manifests the determination of women in the Nordic countries to promote girls’ and women’s empowerment and achieve gender equality. From June 12th – 15th 2014, 15,000 people will gather in Malmö, Sweden, to shape new strategies to promote gender equality and end discrimination against women. Discussions will be based on the landmark agreements for women’s rights: the Beijing Declaration and Platform for Action (1995), and the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) (1979). Representatives from numerous different sectors including NGOs, activist networks, government, academia and private enterprise, as well as members of the public, will be able to discuss gender equality, formulate new strategies to promote human rights and, above all, bring forward the debate on women’s rights.

The conference will take place in Malmö at Malmö Arena and MalmöMässan. Malmö is continuing its development by finding new ways to address the global concerns of economic, environmental and social sustainability. Nordiskt Forum Malmö 2014, and the women’s movement more generally, is part of the solution to these issues, both locally and on a world scale. In its quest to become a pioneering, forward-thinking region, the City of Malmö has actively engaged with gender issues and carried out an extensive gender mainstreaming programme. Positive actions taken include the introduction of evening and night-time child care, and extensive work to overcome men’s violence against women. Malmö is close to international airports, high-speed rail terminals and a sparkling sea, which help to make it the perfect location for this conference.

The solutions to today’s global challenges are not to deny women their rights: gender equality and the women’s movement offer answers! Come and pose questions, debate possible solutions and play a role in an event that will shape

future efforts for gender equality in the Nordic countries and further afield. We look forward to seeing you at the conference!

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## 10. New Office Manager: Lara Hager

As of October 1<sup>st</sup>, the **ATGENDER** Office in Utrecht has a new office manager. "Please allow me to introduce myself: my name is Lara Hager and as of now, I will be replacing Paulina as office manager at the **ATGENDER** office in Utrecht. Needless to say perhaps, I am very excited with this new opportunity.



I studied Latin American Studies at the University of Liverpool, UK with a focus on rural development and gender differences in rural education. Ten years later, I also graduated as a translator of Spanish from ITV University of Applied Sciences for Translation and Interpreting in Utrecht. I have been working in the field of internationalisation and research funding for the past 14 years, of which the past 5 years at Utrecht University.

I will be working for **ATGENDER** 4 hours per week besides my 'regular' job as a Policy Advisor International Affairs and Research at Utrecht University.

I look forward to working with all of you and hopefully will have to chance to meet you in person too in the near future!

Best wishes,  
*Lara Hager*

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## 11. Announcements

Please visit our [website](#) and [Facebook page](#) to access all of the Weekly News, special Announcements and Newsletters. Do not forget to subscribe to our mailing list (on the homepage of our website) in order to receive all of the abovementioned forms of communication.

We want to invite all of the **ATGENDER** members to actively participate in the creation of our Newsletter and Weekly News. If you would like to tackle certain topics in the Newsletter, launch a discussion or make an announcement, please send us your suggestions via email (with 'Newsletter' in the subject line).

We look forward to hearing from you!

## 12. Board Members

Co-chairs: Andrea Peto, Tilly Vriend

Co-secretaries: Edyta Just, Nadya Alexandrova

Co-treasurers: Berteke Waaldijk, Aino- Maija Hiltunen, Anna Cabo, Barbara Bagilhole

Pat Treusch, Mia Liinasson, Sveva Magaraggia

### Membership Benefits

| INSTITUTIONAL Members  | INDIVIDUAL and STUDENT Members   |
|--|--|
| are entitled to:   |  |
| <ul style="list-style-type: none"><li>● Three votes at the <b>ATGENDER</b> Annual General Assembly;</li><li>● Application to host the European Feminist Research Conference;</li><li>● Three reduced registration fees for the European Feminist Research Conferences;</li><li>● Publication in Teaching with Gender Series and a free copy of the volume;</li><li>● One reduced subscription rate to the partner academic journals;</li><li>● Regular information about the association's activities through the <b>ATGENDER</b> member newsletter;</li><li>● Advertisement of programmes, summer schools, activities through <b>ATGENDER</b> network (website, newsletter, and weekly news).</li></ul> | <ul style="list-style-type: none"><li>● One vote at the <b>ATGENDER</b> Annual General Meeting;</li><li>● One reduced registration fee for the European Feminist Research Conferences;</li><li>● Publication in Teaching with Gender Series and a free copy of the volume;</li><li>● One reduced subscription rate to the partner academic journals;</li><li>● Regular information about the association's activities through the <b>ATGENDER</b> member newsletter;</li><li>● Advertisement of programmes, summer schools, activities through <b>ATGENDER</b> network (website, newsletter, and weekly news).</li></ul> |

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