5th European Conference on Gender Equality in Higher Education

Tuesday 28 - Friday 31 August 2007

Humboldt-Universität zu Berlin, Germany
Unter den Linden 6 · 10117 Berlin

Participating Institutions:
Gender Equality Officer, Humboldt-Universität zu Berlin; Center for Transdisciplinary Gender Studies (ZtG), Humboldt-Universität zu Berlin; Gender Equality Officer, Technical University Berlin; Center of Excellence Women and Science CEWS, Bonn; Interdisciplinary Center of Women’s Research and Gender Studies (IFF), University Bielefeld; Conference of Equal Opportunities Officers in Baden-Wuerttemberg (LaKoG, University of Mannheim); Heidelberg Institute for interdisciplinary research on women and gender (HIFi); Coordination Office Women’s Research Network NRW, University Dortmund; European Network on Gender Equality in Higher Education

www2.hu-berlin.de/eq-berlin2007
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ABOUT THE CONFERENCE

We are pleased to welcome you to the 5th European Conference on Gender Equality in Higher Education from 28 to 31 August 2007 at Humboldt-University Berlin, Germany.

The conference is organized along four main tracks:

- Track A: Excellence, Research Policy and Gender Bias
- Track B: Disciplinary Perspectives
- Track C: Gender Equality Programmes
- Track D: Bologna-Process

In the call for papers, these tracks were last year described as follows:

Track A - Excellence, Gender Bias and Research Policy

Coordinators: Isabel Beuter (Center of Excellence Women and Science (CEWS) Bonn)/Dr. Dagmar Höppel (University of Mannheim)

Up to now excellence in science by many is considered neutral from a gender point of view. Gender differences and gaps in scientific careers, research outputs and funding have been ignored. Scientific excellence is open to definition, e.g. concerning the indicators and criteria used to measure and assess scientific excellence. At present, we can find a gendered construction of scientific quality that is built on four questions (Based on the Reader “Gender and Excellence in the making” published by the European Commission in 2004)¹:

- How is scientific competence assessed?
- How are assessment procedures organised and evaluators selected?
- How is excellence measured or assessed and what images of science are portrayed by this?
- What is considered as scientific success and how is it produced?

In this track we are interested in the state of the art in creating and measuring scientific excellence (including what conceptualisations underpin different practices and techniques) and how these practices can be gendered and create gender bias. Is it possible to think about new or different ways of defining and measuring excellence, and develop measures and practices that will indicate benefit for all?

We focus on generating excellence and are looking for research results along three major lines:

1. Excellence – Definition and Discourse
   - How is scientific excellence defined and on who has the normative power in this discourse?
   - The effects on women of the ruling definition of excellence, e.g. scientific excellence as the only or main qualification

2. Recruitment
   - Career patterns, and the processes of inclusion and exclusion in recruitment processes, as well as assessment of peer review and potential gender biases involved
   - Evaluations of supportive measures and services, affirmative action programmes to recruit excellence
   - The impact of gender, class and ethnicity in this process
   - The question of different generations of women scholars, e.g.: How do experienced female supervisors support (or not support) younger female scientists

3. Effects on research policy
   - The (potential) gender bias in the priorities of EU research programmes and the need and

¹ http://www.eubuero.de/arbeitsbereiche/fraueneuforschung/Download/dat_/fil_736
chances of women scientists to get involved in the research policy debates nationally and internationally. Overall, we are particularly interested in evaluation results, e.g. of measures to tackle gender biases, or of measures to increase transparency and accountability in recruitment processes.

Another general question in this track is the role of women as gatekeepers, women on boards, and their activities and potential influence towards increasing gender equality.

If available, it might also be interesting to have a closer look at research on gender aspects in the employment of non-scientific staff/administrative staff in higher education.

Track B - Disciplinary Perspectives on Higher Education and Professionalisation

Coordinators: PD Dr. Caroline Kramer (University of Heidelberg)/Prof. Dr. Birgit Blättel-Mink (Johann-Wolfgang-Goethe-Universität Frankfurt am Main)/Dr. Anina Mischau (University of Bielefeld)

Different disciplines entail different processes of doing gender (segmentation as well as segregation), but this is not the same in different countries that follow different paths of scientific research and higher education. Whereas in many European countries such as Germany technical disciplines are heavily male dominated with an average ratio of female students of 20% and of female professors of 6%, in many former socialist countries and in Scandinavian countries the male domination is less strong. Actually – at least in the countries that ratified Bologna – processes of change happen at universities that could effect remarkable changes in the gender structure in higher education as well as in the academic labour market. Higher Education is getting more and more differentiated with elitism on one side and “populism” on the other. On the one hand, these processes could influence gender structures in single disciplines, and on the other hand, these processes could change gender relations in academic professions, like the medical profession or engineers. Vice versa, processes of internationalisation can be observed in the labour market that challenge individual mobility, flexibility, self control and self economisation – again a cause of doing gender. These processes also point towards effects on gender relations in higher education in single disciplines.

Papers in this track analyse:

1. The Role of Disciplinary Cultures in the Context of Gendering and Degendering, Especially in the Disciplines of Mathematics, Natural Sciences and Technology:
   - Do disciplinary cultures generate specific modes of gender relations or gender imbalance? What effects do they have on equal opportunities?
   - Do disciplinary cultures change as an effect of the increasing participation of women in these disciplines?
   - Do gender studies generate a distinct disciplinary culture, or, is its interdisciplinarity accompanied by “multiculturalism”?

2. Changes of Gender Relations in Specific Academic Disciplines, Especially in Medicine, Mathematics, Natural Sciences and Technology:
   - Do women still have more difficulties than men in establishing an academic career in these disciplines? And if so, what might explain why gender imbalances are obviously still more strongly reproduced in these disciplines than in others?
   - How could we explain differences between the European countries in this field?
   - What kind of gender specific effects do shifting processes of societal meaning of academic disciplines have, e.g. from Biology sciences?
   - What role do national institutional set-ups play in this context?

3. Gender Structures in Academic Professions - the Situation beyond University Studies:
   - Under what social, structural and institutional conditions do female careers in Medicine, Natural Sciences and Technology take place?
   - What are the main factors that still/again hamper women’s careers in these disciplines?
   - What role does gender play at the transition from the university to the labour market?
   - What role does self-employment in a world of shifting forms of employment play?
• Do regional disparities exist concerning the “diffusion” of gender effects in certain academic professions (urban-rural)?
• What role does reconciliation of family and employment play in the life of dual career partners? How do (especially young) academics arrange their “work-life-balance”?
• We are looking especially for papers that develop a comparative and/or interdisciplinary perspective on these issues.

Track C - Gender Equality Programmes and New Management Approaches: Implementation, Results, Evaluation

Coordinators: Dr. Marianne Kriszio (Humboldt-Universität zu Berlin), Heidi Degethoff de Campos (Technische Universität Berlin), Dr. Liisa Husu (University of Helsinki)

During the last 20 years gender equality has been on the agenda of national policies of higher education in several European countries and internationally. In some European countries, this process started earlier and has brought remarkable results, in others progress has been slower. Different countries and/or institutions have focussed on different strategies to raise awareness of the discrimination of women and to increase the number of women in academia, especially in leading positions. In the previous conferences, many case studies about programmes at institutions of higher education in Europe and elsewhere (e.g. Australia) and reports about national policies were presented. This time, we want to take advantage of the presence of many national experts to analyse conditions for the success of intervention programmes. We therefore are interested in long-term studies that analyse the development of gender equality policies in different countries, conditions of implementation, changes of strategies that can be identified, and evaluation of results.

Papers in this track cover the following questions:

1. Strategies and Instruments
   • Which strategies and instruments are used in gender equality programmes and other programmes to increase the number of women in academic leadership positions in different countries?
   • What is the relation between financial incentives, procedural rules, awareness rising, mentoring and other forms of empowerment of women and programmes to change institutional cultures?
   • Are there national policies that imply procedural rules and/or external funding?
   • Which forms and patterns of resistance against gender equality policies can be identified?

2. Gender Equality Programmes and Gender Mainstreaming
   • How has the focus of gender equality programmes changed in the last decades? Is there a change from programmes for the advancement of women to gender equality programmes? What are the implications of these changes?
   • How are gender equality programmes influenced by the implementation of gender mainstreaming policies?

3. Changes in University Management and Gender Equality Policies
   • What is the relation between general changes in university management (e.g. more autonomy and more power for university leadership, increasing significance of economic factors, more competition between institutions, public finance according to performance indicators) and changes in gender equality policies in higher education?

4. Evaluation of Gender Equality Programmes
   • Have there been official evaluation procedures for gender equality programmes, or have programmes included self-evaluation? How did they work, which methodology was applied?
   • What were the results? Which instruments of gender equality policies were considered to be more or less effective and successful within different institutional settings?
   • What have been the political effects, if any, of these evaluations?
track D - more or less gender? the challenges of the bologna process

 coordinators: dr. beate kortendiek (university of dortmund), prof. dr. andrea d. bührmann (ludwig-maximilians-universität münchen), gabriele jähnert (humboldt-universität zu berlin)

ensuring gender equality constitutes a particular challenge in the construction of a coherent european higher education area (= bologna process) and the transformation of national higher education systems towards this end. the preamble of the european education ministers’ berlin communiqué (2003) formulates the following objective: “…reducing social and gender inequalities both at national and at european level”. the 5th european conference on “gender equality in higher education” takes place four years later – again in berlin. it will discuss the extent to which gender equality has been achieved to date in the development of the european higher education area and the introduction of degree cycles, what challenges lie ahead in the short and medium term and what long-term perspectives are opening up.

with these complex questions in mind, we are particularly interested in the following issues:

1. structural changes in higher education institutions and organisations
   • patterns of evaluation: what role do gender categories play in differing forms of quality assurance for the reform of higher education structures?
   • disciplinary gender orientation: how can gender orientation be promoted in the culture of natural science and engineering subjects in particular?

2. bologna and its structural consequences for students and teachers
   • admissions practice: gender and race, class, sexual orientation etc. – what processes of inclusion or exclusion exist? what about doing and undoing gender processes?
   • gender and diversity competence: what role does competence in gender and diversity issues play for students and teachers?
   • gendered consequences for students and teachers. who gains from or loses out in the bologna process?
   • inter-/transdisciplinarity: what effects does higher education reform have on enabling or hindering interdisciplinary and transdisciplinary teaching and research?

3. conceptualization of gender and gender studies – more gender or less?
   • conceptualization of gender: how have gender issues been conceptualized in different subject areas? are there differences between the humanities, natural sciences and social sciences? have existing gender programmes been able to use the bologna process to further the integration of gender perspectives into mainstream disciplines?
   • inter-/transdisciplinarity: has the bologna process been used to strengthen inter- and transdisciplinarity, an essential prerequisite for gender studies?
   • implementation of gender: what opportunities may arise through the implementation of gender studies in single-discipline study programmes? what effects can existing gender studies programmes expect?
   • sustainable implementation: risks and chances of a sustainable implementation of gender studies programmes: does the bologna process promote a sustainable institutionalisation of gender and thus a modernisation of higher education teaching?
   • effects on existing gender studies programmes: what effects can be expected in this area and how should they be assessed?
   • curriculum development: what is the significance of laws and local negotiation processes, for example, in this context? what policy do the accreditation agencies, for instance, pursue on this issue?
   • gender studies located: what consequences can be anticipated, bearing in mind the respective heritages of national academic structures, particularly the type and nature of previous degrees and classification systems of disciplines? where will the differences and similarities lie?
Panel Discussion: Gender Studies and Beyond

Coordinator: Dr. Gabriele Jähnert (Zentrum für transdisziplinäre Geschlechterstudien, Humboldt-Universität zu Berlin)

In many countries in Europe and beyond, Gender Studies have been integrated into higher education for many years, in diverse forms: as independent BA/MA/PhD courses, postgraduate certificates and vocational qualifications or as an element of single-discipline degrees. Bearing in mind national differences and varying lengths of traditions, the discussion explores the experiences of Gender Studies graduates in the labour market and the perspectives arising from the Bologna Process.

The panel discussion will focus on the following issues:

• **Overview**: information on Gender Studies graduates in selected countries.

• **Education and training**: What key knowledge have students of Gender Studies gained during their degrees? How is a practical orientation supported in the course of the degree (practical seminars, etc.)? Which subjects prepare students for which professional fields, and how?

• **Graduates**: What problems have Gender Studies graduates faced? Are there certain forms of degrees or training profiles that suffer particular problems, and are there differences between the humanities, sciences and social sciences? Which vocational areas do graduates orientate towards? In which areas of the labour market have they been able to gain a foothold, and how?

• **Training profiles and labour market opportunities**: Have the Bologna Process and the EU’s requirement for gender mainstreaming had effects on Gender Studies graduates’ training profiles and opportunities in the labour market?

• **Demand and contradictions**: What competencies (in gender and/or diversity) are actually in demand or newly generated? How can we deal with the contradictions in demand (e.g. gender competency for increasing efficiency)? Are new professional areas being created (gender experts)?

Thematic group: Work-Life-Balance in Science and Research

Coordinator: Dr. Andrea Löther (Center of Excellence Women and Science, CEWS, Bonn)

Scientists face specific difficulties when they try to combine work and private life: On the one hand, working as scientist offers more flexible working hours. On the other hand, long working hours are normally required for a scientific career. Working at unusual hours, e.g. in the evening or on weekends is very common, especially in experimental disciplines. Finally, a scientific career demands national and international mobility which is hard to combine with a partnership and a family. Women scientists face these problems more often then their male colleagues since they usually have a partner who also works in science. Besides these facts there is also a political argument saying that difficulties to combine family tasks and a scientific career is one of the main reasons why there are so few female scientists in top positions.

The thematic group on work-life-balance in science and research will have a closer look on these questions. This thematic group was created in addition to the main tracks and results from the fact that some interesting proposals across all tracks dealt with work-life-balance issues.

The papers and two joined posters will discuss the following questions:

• In what way does work-life-balance influence the career of women and men scientists? What are the gender differences?

• What can we learn from a comparative perspective between different countries?

• What can be done and has been done to help scientists to a better work-life-balance? Are there any good practices in research institutions and universities?
PLANNING COMMITTEE

Isabel Beuter: Center of Excellence Women and Science (CEWS) Bonn
Prof. Dr. Birgit Blättel-Mink: Johann-Wolfgang Goethe-Universität, Frankfurt/Main and Heidelberg institute for interdisciplinary research on women and gender (HIFI)
Prof. Dr. Andrea Bührmann: Ludwig-Maximilians-Universität München
Heidi Degethoff de Campos: Gender Equality Officer, Technische Universität Berlin
Dr. Dagmar Höppel: Conference of Equal Opportunity Officers in Baden Württemberg (LaKoG, University of Mannheim)
Dr. Gabriele Jähnert: Center for transdisciplinary Gender Studies (ZtG), Humboldt-Universität zu Berlin
Dr. Beate Kortendiek: Coordination Office Women’s Research Network NRW, University Dortmund
PD Dr. Caroline Kramer: University of Heidelberg
Dr. Marianne Kriszio: Gender Equality Officer, Humboldt-Universität zu Berlin
Dr. Andrea Löther: Center of Excellence Women and Science (CEWS) Bonn
Dr. Anina Mischau: Interdisciplinary Center of Women’s Research and Gender Studies (IFF), University Bielefeld

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Kristina Lundgren: University of Stockholm, Sweden
Inga-Lena Tofte: University of Stockholm, Sweden

CONFERENCE MANAGER:

Dr. Sabine Grenz: Equal Opportunity Office/Center for transdisciplinary Gender Studies, Humboldt-Universität zu Berlin

AND ORGANISATION:

Ilona Domke/Sandra Jasper: Equal Opportunity Office, Humboldt-Universität zu Berlin
**5th European Conference on Gender Equality in Higher Education**

**Tuesday 28 – Friday 31 August 2007**
Humboldt-Universität zu Berlin

(April all sessions take place in the main building. Unter den Linden 6, all plenary sessions in the Audimax, all parallel sessions as indicated. There are only two exceptions: one parallel session will be in Dorotheenstr. 24 and the conference dinner in the Thaer-Saal – please, see directions.)

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<td>Conference Opening: Welcome Addresses: Marianne Kriszio/Liisa Husu</td>
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<td><strong>17.00 – 17.30</strong></td>
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<td><strong>17.30 – 18.30</strong></td>
<td>Keynote speaker: Susanne Baer Options of knowledge – opportunities in science</td>
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<th>Wednesday 29 August</th>
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<td><strong>9.00 – 10.00</strong></td>
<td>Keynote speaker: Wanda Ward Chair: Kristina Lundgren The success of female scientists and engineers in the 21st century</td>
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<td><strong>10.30 – 12.30</strong></td>
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<td>Track A: Excellence, Research Policy and Gender Bias (Room: 3058) Discussions on Scientific Excellence Chair: Isabel Beuter</td>
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<td><strong>10.30 – 12.30</strong></td>
<td>Track B: Disciplinary Perspectives (Room: 3058) A Comparative Perspective Chair: Birgit Blättel-Mink &amp; Caroline Kramer</td>
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<td><strong>14.00 – 15.30</strong></td>
<td>Scientific Careers and Career Progress Chair: Liz Doberty Social Embeddiness Chair: Birgit Blättel-Mink &amp; Anna Mischau Gender Mainstreaming Chair: Inga-Lena Tofte Gender Perspectives in Studies and Curricula Chair: Sabine Mader Sara Connolly: Careers in science – evidence from the UK Jennifer Neale: Becoming a professor – or not Farinaz Fassa/Sophie Paroz: A gender perspective on facilitations and stumbling blocks towards the academic career Ruby Heap: Gender and societal relevance in Canadian schools of engineering Veronika Sieglin/Maria Elena Ramos Tovar/ Maria Zuniga Coronado: Women’s discrimination in higher education: coping strategies and mental health Angélica Paseka: Political will is not enough: results from the evaluation of a pilot scheme to implement ‘gender mainstreaming’ Hildegard Macha/Susanne Gruber/Quirin Bauer: Gender mainstreaming at German universities – balancing and optimizing Louise Morley: The micropolitics of gender mainstreaming in higher education Bettina Jansen-Scholz: Gender competence in the Bologna process Amparo Ramos: Gender studies, academic curricula and professional development</td>
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**Monday 27 August**

**Wednesday 29 August**

| **16.00 – 17.00** | Poster Presentation Introduction: Isabel Beuter |
| **17.00 – 18.00** | Keynote speaker: Marina Blagojevic Chair: Isabel Beuter Gender and excellence: hierarchies, exclusions and illusions |
| **18.30** | Sight Seeing: Dinner Boat Trip (optional) |
Thursday 30 August

Keynote speaker: Nicky Le Feuvre
Chair: Birgit Blättel-Mink

Gender dimensions of academic career structures and their effect on women’s access to the most prestigious positions within the profession

Parallel Panels

10:30 – 12:30

Refereeing/Funding Schemes
Chair: Dagmar Höppel

Identity Formations in Engineering
Chair: Caroline Kramer & Anina Mischauch

Track A: Excellence, Research Policy and Gender Bias
(Room: 3059)

Track B: Disciplinary Perspectives
(Room: 3053)

Track C: Gender Equality Programmes
(Room: 3073)

Implementation and Evaluation
Chair: Marianne Kriszio

Implementation of Gender Aspects and Gender Studies in the Bologna Process
Chair: Gabriele Jahnert

Refereeing: Kristina Lundgren/Inga-Lena Tofte: The gender bias in referee’s assessments
Martha Foschi: Experimental research on gender and double standards for competence: methodological challenges and solutions
Funding Schemes: Maya Widmer: Cooling out? Gender and research in Switzerland
Akke Visser: Gender and excellence in the Netherlands: role of quantitative aspects in the assessment of scientific quality
Göran Melin: Understanding gender biases in funding schemes for excellence

Aurelija Novelskaite: Gender (dis)advantages in highly feminized environments: convolutions of women’s and men’s academic careers in post-Soviet medicine
Ling-Fang Cheng: Heavy snow takes a long time to melt: a slow change in the medical profession in Taiwan
Margareth-Michaela Hechler: Female careers in medicine in Austria
Ellen Kuhlmann: Knowledge cultures and equal opportunity policies: towards performance approaches in the science system

Barbara Bagilhole: I’m an engineer, not a woman: students’ experiences of the academic engineering culture
Jennifer Dahmen: Identity constructions of women engineers
Andrea Wolffram: Women drop outs in engineering studies: identity formation and learning culture as gendered barriers for persistence
Anne-Françoise Gilbert: Disciplinary cultures in mechanical engineering and materials science: de/gendering practices?

Andrea Löffler/Elizabeth Maurer: Evaluation of gender equality policies: demands and challenges
Tineke Willemsen: Looking for best practices
Tony Dworkin/Angel Kwolek-Folland: Pathways to success for women scientists in higher education in the U.S.
Edita Kiseri Aile: Behind the facade of equality: challenges to the promotion of women professors at the University of Prishtina

Nicky Le Feuvre: Gender biases in funding schemes
Sarah Dickey: Scientific quality
Gigi Galleli: Quantitative aspects in the assessment of research standards for competence: methodological challenges and solutions

Martha Foschi: Experimental research on gender and double standards for competence: methodological challenges and solutions

Work-Life-Balance
Chair: Andrea Löffler

Inken Lind: Balancing career and family in higher education – new trends and results
Simonetta Manfredi/Liz Doherty: Leadership styles for work-life balance
Sabina Sultana: Analysis of work-life balance at universities: Perspective of gender equality

Nitza Berkovich/Nitza Yanay: Still a man’s place?! representing women in university publications
Rosalind Pritchard: Academic women in the United Kingdom and Germany
Eva Källhammer/Ylva Fältholm: Being a man weighs more

Anna Zalewska/Laura Swiczowska: Gender and attitudes to enterprise: survey of the UK doctorate students in science, engineering and technology
Kendra Brien: Is the entrepreneurial scientist male – and if so why? The case of biosciences
Christine Wächter: Blocks and hurdles, chutes and slides: women engineers in the automotive industry

Jane Wilkinson: Keeping your eye on the prize: gender equality programs in enterprise universities
Mary Ann Danovitz-Sagaria: Gender equality as organizational change: frames, challenges, and strategies in the EU and US

Business meeting of former and future conference organizers

Friday 31 August

Keynote speaker: Ada Pellert
Chair: Birgit Blättel-Mink

Bologna and gender – a chance for innovative institutional development?

Leadership and Recruitment
Chair: Maya Widmer

Technology in Europe
Chair: Birgit Blättel-Mink & Caroline Kramer

Learning and Teaching
Chair: Bettina Langfeldt & Anina Mischauch

Female Leadership
Chair: Simonetta Manfredi

Anne-Sophie Godfroy-Genin: Woman academic careers in technology, a comparative European perspective
Clem Hermann: Women’s careers in science, engineering and technology: cross cultural comparison
Regina Sanchez: Women in construction research
Corinna Bath: More than ‘Women into IT’: strategies for feminist technology design

Katharina Willems: Physics: does gender really matter? Looking beyond the social construction of a discipline
Helga Jungwirth/Helga Stadler: Maths and science teaching, computers, and the construction of (gendered) subjects
Leena Isosomppi:‘Girls and the girls – doing gender in the context of teacher education
Pat Morton: Women and the cultural domain of built environment higher education

Gladys Brown: Leadership: an essential tool for achieving access, inclusion and equity
Stefan Larsson/Maj-Britt Lindberg: Curious in leadership at the Faculty of Science and Technology
Rebecca Nestor/Judith Secker: The development of leadership amongst women at Oxford University
Lyn Browning: Leading women: The positive impact of women and leadership programs

Plenary Discussion
Liisa Huu/Marianne Kriszio/Simonetta Manfredi/Katharina v. Salis/Kristina Lundgren

Our European conferences and networking: impacts, implications and issues for the future

City Tour of Berlin
Behind the facade of equality: challenges to the promotion of women professors at the University of Prishtina (Track C)

The under representation of women at senior academic position in the University of Prishtina demonstrates the slow progress towards gender equality. This research argues that the significant under representation of women in management levels reflect the barriers and difficulties in the academic promotion as well as deeper underlying cultural hindrance. Therefore, the purpose of this qualitative case study was to understand the difficulties and challenges women professors face at the UP in getting advancement and academic promotion. The findings in this paper are based on interviews with women professors from the different faculties within the University of Prishtina and the literature reviewed in the field of gender issues in higher education. The major finding from this study is the challenges women professors face in balancing their family life and work as a result of no institutional support and understanding at work. The second finding is the lack of trust by the male colleagues and the managerial staff these women face in their everyday activities and the work they do. The study suggests that awareness raising and creating gender sensitive environments may contribute to the improvement of the gender equality in the UP. However, based on the masculine-dominated culture and the patriarchal mentality of the Kosovo society this will take time and the progress will be slow. Therefore, promoting gender equality and raising awareness may be considered for families, pre-school and primary education in order to influence the way people grow and get educated when gender equality is considered. Findings from this study will have implications for the education institutions in Kosovo as well as the universities in Eastern Europe that share the same culture.

Prof. Dr. Barbara Bagilhole (Department of Social Sciences, Loughborough University, UK)

‘I’m an engineer not a woman: students’ experience of the engineering academic culture’ (Track B)

The paper investigates experiences of women university students to explore whether the masculine culture of engineering is mirrored in academia, and to analyse the potential impact on their career aspirations. The UK image of engineering is tough, dirty and heavy. It is perceived as masculine, because the workforce is male, and its ethos is gendered. These images produce the perception that it is unsuitable for women. Women choose not to enter engineering knowing they are likely to feel discomfort; they can cope with engineering work, not the culture.

This paper is based on longitudinal research including in-depth, semi-structured interviews and focus groups with 50 students from a range of engineering disciplines. The findings demonstrate engineering academic culture (teaching, learning methods and classroom interaction) is inherently ‘gender exclusive’ for men. Women students did not always approve of, or feel comfortable with this culture, and often adopted individualistic coping strategies. These included accepting gender challenges, justifying discriminatory behaviour, even adopting an ‘anti-woman’ approach, whereby femininity is seen as incompatible with engineering. This may be a result of women’s assimilation, or socialisation, into the engineering culture and is unlikely to promote the interests of women. This points to both the necessity, and difficulties, of transforming engineering culture if an increase in women engineering professionals is to be achieved.
**Dr. Amparo Ramos** (Institute of Women' Studies, University of Valencia, Spain)  

**Gender studies, academic curricula, and professional development** (Track D)

Women’s role in science and research is emphasized in every European Commission documents. At the same time, European universities should adapt academic curricula to the current professional demands. Taking into account the previous statements, the main aim of this paper is to promote gender mainstreaming and gender equality in new Bologna-based curricula at universities.

In particular, the analysis of gender stereotypes in High School, the competences and abilities’ profile for Psychology and Engineering professions, and the adjustment between academic training and the current organizational requirements are presented in this paper. This research represents a part of an Equal Project “Profesion@l: Gender Balance in the European Space”, 2005-2007, subsidised by European Social Fund. This is an EQUAL Project addressed to analyse and react against horizontal gender segregation in professional careers through the application of the gender mainstreaming strategy in the career and work insertion paths of university graduates. Moreover, this project analyzes the opportunity to include the Gender Dimension as transversal/horizontal topics in new Bologna-based curricula.

The situation of gender studies at Spanish universities as well as the development of a master course titled ‘Gender and equal policies’ at the University of Valencia are also discussed in the paper.

The experience and difficulties around all this process may serve as added value to other universities contributing to the development of a common space for Gender Studies at Higher Education level.

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**Corinna Bath** (Institute for Advanced Studies on Science, Technology and Society (IAS-STS), Graz, Austria)

**More than "women into IT!" – strategies for feminist technology design** (Track B)

Studies of “gender in computer science” tend to address problem of getting more women into IT professions. Within the computer science discipline this research is assumed to focus on questions such as: Do women program differently than men? Do they use software in a different way than men? Non-technical gender researchers, on the other hand, question the culture of computing. They criticize, for instance, the implicit demand for a “24 hours 7 days a week” engagement, which is assumed to keep women out of the field.

While the first position tends towards essentialism and, therefore, lacks a contemporary understanding of gender, the second approach utilizes a superficial understanding of technology production, covering only “social contexts” of IT. In order to establish “studies of gender in computer science”, on the contrary, the gendered shaping of the discipline and its artefacts has to be recognized.

In my presentation I will point to examples of how gender is inscribed into software systems, computing methodologies, and user interfaces. The crucial question is in how these gendering practices can be avoided. Does computer science provide methods of IT design that aim at breaking down social structures of inequality? Is it possible to adapt these approaches for de-gendering purposes? Does such a strategy result in a design of information technologies that might be called “feminist”?

The main objective of my contribution is to discuss these questions on the basis of methodologies recently proposed by scholars of “Critical Computing” and “Interaction Design”. I will argue that the shift indicated by such trends at the margin of the computing discipline is an essential prerequisite of a reflective design strategy that raises the possibility of technoscientific “liveable worlds” and the inclusion of women and “inappropriate/d others” (Haraway). Nevertheless, these new approaches need to be implemented in both in computer science research and in the curricula.
Prof. Dr. Ruth Becker (University of Dortmund, Germany)

**Gender aspects in the introduction and accreditation of Bachelor and Master courses – recommendations for implementation** (Track D)

Though the European ministries of education have required the reduction of gender inequality within the framework of the Bologna Process, the present experiences in Germany let us assume that the Bologna Process is likely to foster the hierarchy in gender relations. To name only two indicators: The share of women in studies for a master degree is remarkable smaller than in bachelor courses and the Accreditation Council has only one female member beside 16 male members. Gender Mainstreaming seems to have no importance for the Bologna Process at the moment.

How the aim of reducing gender inequality within the framework of the Bologna Process may be achieved, is shown by a study of the coordination office of the women’s research network of North Rhine-Westphalia which was finished in August this year. The study is based on empirical investigations. Besides an analysis of the present situation the study includes precise recommendations to advance gender equality regarding the development, accreditation and implementation of Bachelor and Master courses. The study addresses questions of accessibility, consideration of different living conditions, transition to Master degrees, higher education didactics and further aspects of quality management and strategies of some universities in order to integrate gender concerns in the Bologna Process. Especially the presentation of curricula of around 50 courses of studies (from electrical engineering to history of art), showing how to include theories, methods and insights of women’s and gender studies, needs to be highlighted. Besides literature research interviews with experts of accreditation agencies, academia, equal opportunity commissioners as well as researchers for gender studies were conducted.

* A fuller discussion of the findings from this study can be found in Becker, Ruth, Bettina Jansen-Schulz, Beate Kortendiek, Gudrun Schäfer (2006): Gender-Aspekte bei der Einführung und Akkreditierung gestufter Studiengänge – eine Handreichung. Studien Netzwerk Frauen-forschung NRW Nr. 7. Dortmund, 317 pages

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Prof. Dr. Nitza Berkovitch/Dr. Niza Yanay (Ben Gurion University in the Negev, Israel)

**Still a man's place?! representing women in university publications** (Track A)

Our study looks at the official publications of one Israeli university in order to explore the ways in which successful women are represented in the academy. We analyzed, qualitatively and quantitatively, representations of university women—students, faculty and staff—as they appear in the university bulletins, president's reports, and newsletters from 1974-2004. Looking at over 5,000 articles and photographs, we have found that the university, a leading educational institution which claims to advance social, cultural and scientific change, in fact, continues to reproduce traditional and stereotypical images of women. For example, men appear three times more than women in the publications; women tend to appear more in photographs than in articles; women's images usually serve to “illustrate” articles not related to them, or women are represented in such a way that they merely serve as ornamentation for men's events; women's research is often taken out of context and marginalized, while their family life, including irrelevant intimate details, is highlighted.

Thus, although the presence of women in university publications has increased over the years, their image and role in the university publications – the window through which the university presents itself– do not challenge male dominance but rather aggrandize and glorify it in various tacit ways. The university continues to be a "men's place" which dangerously reinscribes hegemonic views on women’s place in society, while falsely representing women’s achievements and contribution to science, education and society.
Prof. Dr. Beate Binder (University of Hamburg, Germany)/Dr. Ilona Pache (Humboldt-Universität zu Berlin, Germany)

Gender knowledge at work: gender studies graduates and their experiences in professional life (Gender Studies and Beyond)

Basic Information: Germany: Since more than two decades Women’s and Gender Studies play an important role in Higher Education in Germany. However, the possibility to earn a degree in Gender Studies exists only since 1997.

Humboldt-Universität zu Berlin (HUB): In 1997 Gender Studies were institutionalized as a major and as a minor (9 Semester). In the summer semester 2007 319 Gender Studies major students and 83 Gender Studies minor students were enrolled in the magister course of studies. Up to now (summer 2007) 70 major students and 36 minor students graduated. In 2005 the new (Bologna) degrees were institutionalized at HUB: In the wintersemester a Gender Studies minor (6 semester, 60 credit points; in combination with a major of 120 credit points) started with 54 students; today the BA has 149 students. The master in Gender Studies (4 semester, 120 credit points) will start with probably 30 students.

In support of their professional orientation gender students at HUB have the possibility to take gender-relevant internships. In addition, seminars with a practical orientation are offered, for example seminars on Gender-Mainstreaming in areas like administration, government, media, education, and corporations. Once a year a day of practice with gender experts from different professional areas takes place. In addition, gender students developed a mentoring program in summer 2007, which is planned to be institutionalized permanently.

Gender Studies at other German universities: Gender Studies can be studied as minor at the universities of Freiburg, Göttingen, Hamburg, Oldenburg; Gender studies as certificate can be studied at the Technical University of Berlin and at the universities of Bielefeld, Bremen, Frankfurt am Main, Hannover, Kassel, Marburg, Trier; Gender studies as in-service training can be studied at the Free University of Berlin. The conversion of gender studies according to the Bologna process is still going on. The new degrees institutionalized have so far as Bachelor the universities: Bremen/Oldenburg, Göttingen and as Master the universities Bochum, Bielefeld, Hamburg, Göttingen.

About the study: Starting point of the study are political discussions on education in Germany, which predict under the condition of globalization the worldwide transformation of societies to knowledge societies. Within this discussion an increased demand of interdisciplinary competence in consideration of critical gender knowledge has been stated. This demand seems to match very well with the claim of Gender Studies to teach Gender knowledge by means of inter- or transdisciplinary perspectives and methods. What importance does this claim have regarding the employability of Gender Studies graduates? That is the focal point of the study which draws on eight interviews of HU magister gender graduates who work in the areas of academia, information-technology, media, corporations and NGO’s.

Dr. Kendra Briken (Johann-Wolfgang-Goethe-Universität Frankfurt am Main)

Is the entrepreneurial scientist male – and if so: why? The case of biosciences (Track B)

Since a couple of years, the output of academic research has become a main issue in political reform debates (not only) in Germany. Governance models place emphasis on a changing form of control of academic research in order to strengthen its international competitiveness. University research is confronted with new institutional guidelines. They are intended to encourage scientists to deliver more transferable, usable results in order to ensure Germany’s power on the international market. In sum, scientists particulary in the biosciences are being pressured to become “entrepreneurial scientists”. Actually, the entrepreneurial activities like founding and patenting in German universities, and in the bioscientific sector, constantly rise. But at the same time we can observe, that – even though the number of male and female students is almost balanced– the entrepreneurial activities remain a male business.

In an empirical research project, we examined, why women obviously still have more difficulties
than men in establishing an entrepreneurial career. Our research shows that during this process, the structural gender imbalances not only are reproduced but doubled: On the one hand, academic career in the biosciences remains strongly male-dominated; on the other hand, the new institutional incentive structures base on a male entrepreneurial model. We will discuss these considerations on the basis of empirical material considering the case of the Bioscientific Departement at the Johann Wolfgang Goethe-University in Frankfurt/Main.

Marieke van den Brink (Radboud University Nijmegen, the Netherlands)

In search for the best. A research on professorial recruitment and selection practices in Dutch academia (Track A)

The upward mobility of female academics in regular selection procedures evolves extremely slowly, especially in the Netherlands (Wopi 2004). Therefore, the Dutch Ministry of Education commissioned a research to take a closer look on professorial recruitment and selection procedures at Dutch academia. This research, consisting of a quantitative and qualitative inventory, aims at a more profound understanding of academic hiring practices in relation to gender diversity and the dominant definitions of scientific quality by empirically examining the recruitment and selection of the most influential people in academia: the full professors. This research showed interesting differences between four academic core disciplines – humanities, natural sciences and engineering, social sciences, and medicine – in the way academic recruitment and selection practices were organized and gender is done. This paper will present the findings of this research. My main question is: How can the course of selection procedures for professorships be described within Dutch universities and are there any indications of a gender bias in the procedure and/or the criteria used to assess men and women applicants?

To examine the recruitment and selection practices I have collected qualitative data consisting of 64 interviews with appointment committee members in four academic disciplines in autumn and winter 2005. The interviewees were asked to describe the recruitment and selection process, highlighting the arguments and criteria used by the members to explain their choice of the nominated candidate. In total, I interviewed 25 women and 39 men in the function of chairpersons (deans, vice-deans, directors of research and teaching institutions), members, hrm-advisors, and recently appointed female professors.

Dr. Gladys Brown (University of Maryland, USA)

Leadership: an essential tool for achieving access, inclusion and equity (Track C)

The National Council for Research on Women's (NCROW) research project, Leadership in higher Education: A Path to Greater Racial and Gender Diversity, started in 2003 with support from the Ford Foundation. The Project Advisory Board explored the impact of leadership on diversity in institutions of higher education. In addition, the project was designed to identify the best practices for enhancing diversity among students, staff, faculty, and within the curriculum; to identify leadership models provided by administrators and faculty that create and sustain greater diversity; and to analyze the institutional structures necessary to support those practices.

An overview of Project goals, rationale, methodology and research results will be provided, with a focus on institutional challenges, strategies and future research questions. NCROW convened a National Board of faculty and diversity practitioner experts on diversity and institutional transformation to help guide the project and consulted college presidents. A two-day retreat refined the parameters of the project, followed by a literature review. Eight universities and colleges were selected based on their reputation for institutional progress in equity and inclusion, especially in the areas of gender and race.

During the second and third year of the project, teams of 2 to 3 members of the Advisory Board (L. Bosch, Y. Moses, D. Shavlik, L. Horton, R. Barcelo, E. Dehart, L. Rendon) spent two days on each of the selected campuses, interviewing 20 to 30 people on each campus, from the president and provost,
to deans and vice presidents, to faculty, staff leaders, students (when available), and diversity practitioners. Interviewers wrote up their notes and the Committee as a whole met multiple times to analyze the data, discuss the outcomes of the interviews, answer questions raised by the visits, and provide critical feedback on the findings and draft reports. The initial findings and draft report were presented for feedback during a national summit of leaders from foundations, associations, and higher education (including faculty and administrators).

**Lyn Browning** (Organisational Learning & Development, University of South Australia, Australia)

**Leading women: evaluating the positive impact of women and leadership programs** (Track C)

Women are in the majority as both staff and students in Australian universities but remain underrepresented at the senior and management levels. The University of South Australia mainstreamed affirmative action strategies into the strategic planning processes in 1996 to increase the retention and participation rate of women at senior levels within the organisation. The Women and Leadership program at the University of South Australia provides a support vehicle for the achievement of this goal.

Much has been written about gender equality programs, however little research has been undertaken to evaluate their effectiveness. Research was undertaken to evaluate the impact of the Women and Leadership program at the University of South Australia and to determine whether it made a difference to the working lives of women who participated. The study found that program participants are more likely to remain employed at UniSA, and women reported a number of positive changes in their working lives which they attribute to their involvement in the program. The evidence indicates the program is a key factor in women moving into senior and decision-making positions within the University.

This paper outlines the findings of the evaluation of the Women and Leadership program at the University of South Australia and compares those findings with other similar programs.

**Prof. Dr. Allaine Cerwonka/Eniko Jakab** (Department of Gender Studies, Central European University, Budapest, Hungary)

**Gender studies in Central and Eastern Europe: the embeddedness of gender studies in the social transformations of the CEE region** (Gender Studies and Beyond)

Our comments will focus on the different political, social and economic transformations that have led to what many see as a surprising number of gender studies programs in post-state socialist countries. The talk discusses some of the historical and contemporary factors hindering and supporting the development of Gender Studies in the region, such as the desire of funding agencies to foster democracy in transitional countries and the restructuring of the university systems as a result of local changes as well as a result of prompts from the EU. Within this discussion we will consider how the context of the development of gender studies in Central and Eastern Europe and larger transnational shifts have positioned gender studies graduates on the job market. We will discuss some of the political implications and challenges of gender studies complex positionality in Europe today.

**Lingfang Cheng** (Graduate Institute of Gender Studies, Kaohsiung Medical University, Taiwan)

**Heavy snow takes a long time to melt: a slow change in gender relations in the medical profession in Taiwan** (Track B)

The study explores the gender relations in the medical profession in Taiwan from a long term perspective. It tries to explore how the ‘masculinist norm’ was formed through the interactions of institutional change, market demands, various gendered discourses and individual actors, and it tries to show both the detrimental effects on women doctors as well as the possibility for resistance.
The study demonstrates that gender discourses and a masculinist workplace culture have played a crucial role in constituting the medical profession in Taiwan as ‘male’ and that its organisational rules, recruitment policies and achievement criteria are not as gender-neutral as they appear. It finds that the ‘cultural inclusion’ model can better explain the marginalisation of women in the medical hierarchy than the ‘institutional exclusion’ model.

The paper illustrates the fact that as far as the state in its shaping gender relations of the medical profession is concerned, the Taiwanese experience is different from that of Europe or America. Since the professionalization of the medical profession in Taiwan is deeply influenced by the state policy, the change is gradually happened only after the pass of the ‘Gender Equity Education Act’ in 2004.

The paper is based on a massive interview data, about 78 doctors (43 women, 35 men) and many written documents, and it covers the period of 55 years, 1950-2005. It hopes to show a slow change of the medical profession in terms of gender equity.

Sara Connolly (University of East Anglia, UK)

Careers in science – evidence from the UK (Track A)

This paper will be the first to examine pay and promotion of female scientists in the UK. Firstly it will provide the first detailed empirical study of pay and promotion amongst UK scientists for both men and women. Secondly, it will evaluate the impact of institutions, specifically by comparing the career profiles of researchers employed by universities, research institutes and industry. The findings will have policy relevance given the concerns raised about the low levels of representation of women in Science, Engineering and Technology and of the higher quit rates amongst women from these fields both in the UK and the EU.

This research addresses the following questions: female scientists earn less than male scientists, the first aim of this research is to examine which factors explain the gender pay gap amongst UK scientists; lower rates of pay amongst female academics are often associated with lower levels of seniority. The second aim of this research is to model the promotion process - both the probability of promotion and the length of time taken to be promoted - to throw light on the disproportionately low levels of women holding senior positions; one concern raised in the literature is that men and women receive different levels of encouragement and that women are less effectively mentored. This research will be to undertake a qualitative analysis of the type of support and encouragement and to assess what if any effect it has had on outcomes.

The research uses the data obtained from the Athena Survey of Science Engineering and Technology (ASSET) to analyse these issues. The Athena Project was launched in 1999 with the aim of advancing the position of women in science, it works with UK universities, research organisations and professional bodies in Science, Engineering and Technology.

The surveys – total sample size 7,800 (4,282 in Higher Education, 2,444 in Research Institutes and 1,074 in industry) – contain data on position, subject, contract, salary, career history and some demographics (age, gender, family status) so the work on pay and promotion would utilize this information. In addition to the quantitative data there were a range of open-ended questions relating to experiences of employment (employment conditions, expectations for careers and views on what leads to success), which will be helpful in investigating issues relating to mentoring and promotion.

We will model the determinants of pay and career progression in a number of different ways. We shall follow the standard approach within the literature on pay which is to estimate the determinants of the log of earnings and to examine the gender pay gap using the Oaxaca (1973) decomposition. One key issue is how to control for ability and productivity. Studies have typically used proxies for these – where the respondent obtained their PhD, the ranking of the department in which they work and volume of research produced. The ASSET data does not include provide direct data on productivity (e.g. publications) but it will be possible to proxy for the research environment using department RAE scores and to control for productivity and prestige in other ways using information provided in the survey on grant applications, invitations to contribute at various levels at conferences (keynote-plenary speaker, chairing sessions, session speaker), editing journals and performing tasks for outside bodies (consultancy work, assessor for research councils or EU evaluator).
Jennifer Dahmen (University of Wuppertal, Germany)

Identity constructions of women engineers (Track B)

Doing gender processes of women engineers in their everyday work life will be analysed and described in this presentation. Women working in male dominated fields on one hand often have to cope with their special situation as woman among many men. But on the other hand they partly tend to reinforce gender stereotypes by their individual acting or talking. Can this be interpreted as one coping strategy? How do women engineers talk about themselves and their jobs?

Sociological theories will help to understand the behavioural dilemma women engineers can be confronted with. Which habitual role do women have to ‘play’ for creating a job identity and belonging to the community? Are there only the paradigms of sameness and difference or is there something in between? Processes of inclusion and exclusion by other relevant interaction partners or by themselves are present, also if some women engineers partly try to make gender some kind of ‘invisible’ and/or tend to emphasize not to be unequally treated in their jobs for constructing their professional identities.

Statements out of interviews and focus group discussions with German women engineers are base for this presentation. The data was collected and analysed during two projects funded by the European Commission. First project was called WomEng – “Creating Cultures of Success for Women Engineers” (2002-2005), and the second is PROMETEA – “Empowering Women Engineers Careers in Industrial and Academic Research”, which will run until the end of 2007.

For the purpose of my PhD thesis a secondary analysis of the gathered material was done, by using the discourse analysis. This method allows getting beyond experiences and opinions of interviewees and tries to interpret how they construct their own gender realities through their speeches. So a deeper look on statements of women engineers helps to understand their very own gender reality constructions.

Prof. Dr. Mary Ann Danowitz Sagaria (Vienna University of Economics and Business Administration, Austria/University of Denver, USA)/Lyndsay J. Agans (University of Denver, USA)

Gender equality as organizational change. Frames, challenges and strategies in the EU and the US (Track C)

Envisioning gender equality measures as a dimension of university innovation opens new possibilities to rethink gender activism and change strategies within the dominant framework of competitive markets and entrepreneurialism.

In this presentation we first provide a brief overview of the differing conceptions of equality in the European Union and United States. Universities on both sides of the North Atlantic share very similar patterns of gender representation among academic staff with neo-liberalism reshaping the purposes and workings of their institutions. The EU and the US, however, differ significantly in their underlying principles of gender equality and policy contexts.

Second, drawing upon analyzes of 14 cases at the supra level of the EU, five nation states and six universities we present five influential factors to explain changes in gender equality as part of organization innovation and provide detailed examples of them. The factors we highlight – (1) the external environment, (2) positive action from university leaders, (3) supportive structures and incentives, (4) funding measures, and (5) auditing – collectively explain the success and lack of success of institutional efforts towards gender equality progress. Lastly, we present key internal organizational issues that require attention for gender equality to become more fully part of a university change processes.
Maryanne Dever (Australian Women’s and Gender Studies Association (AWGSA), Centre for Women’s Studies & Gender Research, Monash University, Melbourne, Australia)

Students, careers and employers: findings from an international study (Gender Studies and Beyond)

Historically Women’s and Gender Studies programs worldwide emerged from strategic political and intellectual agitation by women rather than from employer pressure for specific skills or knowledge, a fact that may foster understandings of these fields as having negligible links to the labour market. Yet we know relationships between subject (or degree) choice, anticipatory career expectations and actual labour market outcomes are increasingly complex ones in a world where the shape of work is rapidly changing. I am reporting on findings from on a 3yr study international study which examined three sets of stakeholders whose understandings of the possible relationships between Women’s and Gender Studies, career aspirations and workplace applications I felt we needed to understand better: (1) current students; (2) careers advisers and employers with graduate hiring responsibilities; and (3) recent graduates. Survey responses were received from approx. 780 students enrolled in WS/GS programs at four campuses in Australia, three in the United Kingdom and five in the United States and these responses were set alongside a small qualitative interview program with employers and recent graduates. In each of these domains, Women’s and Gender Studies programs have been institutionalized for approx. three decades and the programs are generally located within the Humanities and/or Social Science faculties, although individual programs may utilize study electives and faculty expertise from beyond these areas.

Among the significant findings were: Career or vocational concerns did not feature prominently in students’ initial reasons for enrolling in the field. No more than 5% of respondents selected this response, with the majority (between 70% and 90%) indicating that ‘interest in the subject’ was their primary motivation for enrolment, while ‘passion’ for the material prompted them to continue further. However, perception of Women’s and Gender Studies’ vocational potential relative to other fields did feature in some students’ decisions not to continue on to concentrate in WS/GS.

The career ‘usefulness’ and ‘credibility’ of WS/GS was a feature in students’ discussions with peers and family members as to the value of studying WS/GS. This was often linked to a perception of the field as ‘esoteric’ or ‘narrow’, leaving students who were enthusiastic about the area conflicted in the face of palpable pressure to select more ‘rewarding’ study pathways. A significant proportion of students accepted that these perceptions of the field were ill-informed, but they were nevertheless anxious that they would be shared by employers, negatively affecting their future employment prospects.

Students who were close to completing their undergraduate studies in WS/GS appeared to hold quite firm opinions about the broader professional and workplace applications of a WS/GS qualification. While they clearly understood that WS/GS would not necessarily “qualify” them or alone provide for their entry into particular professions, they nevertheless readily nominated a wide range of employment destinations where they believed the specific skills and knowledge acquired ‘would be an advantage’. These included: social work, welfare, criminology, policing/correction services, and law; education, academe and research; government, policy, and politics; media, advertising, marketing and journalism; human resources; and the healthcare professions. A common perception among those surveyed was that WS/GS provided them with more of the ‘how’ than the ‘what’ when it came to career and workplace issues: it offered them important ways to read and negotiate systems, ideologies, and power structures.

When asked to nominate their planned or desired career destinations, students nominated an extremely broad range of sectors suggesting that they understand their futures as taking them beyond any simple one-to-one fit between the political content of these programs and the types of career and employment pathways they hope to forge, away from what we might think of as an ‘employment-activism’ scenario which frequently posits policy, advocacy and caring professions as typical or desirable employment sectors for WS/GS graduates.

Many of the anxieties expressed by students about the future ‘worth’ of their studies were not matched in the experience of graduates or in the views of employers: both cohorts testified in different ways to the strategic place of the skills and knowledge acquired in Women’s and Gender Studies programs. Several of the graduates reflected explicitly on how their WS/GS education assisted them in
figuring out ‘how things worked’ and that to them the application of this knowledge was indisputably ‘vocational’. The value these graduates now placed on the critical insights generated in their studies meant that any sense of uncertainty they may have felt as undergraduates about where WS/GS might take them had been displaced through their successful application of such insights in the employment market.

Overall, the study suggests the need for the WS/GS field to engage actively with the discourse of vocationalism as part of the on-going development of the field and its continuing struggle for legitimacy, both of which are clearly linked to debates on the status of women both inside and outside the academy.

_A fuller discussion of the findings from this study can be found in ‘Women’s Studies and the Discourse of Vocationalism: Some New Perspectives’ in Women’s Studies International Forum 27: 5 & 6 (2004), 475-88 and ‘”I Don’t Know Where This Will Take Me”: Rethinking Study/Work Relationships for Women's Studies Students’ in Women’s Studies Quarterly 30: 3 & 4 (2002), 256-70._

**Prof. Dr. Capotolina Diaz** (University of Oviedo/Women and Science Unit of the Spanish Ministry of Education and Science, Spain)

**Gender studies in Spain towards the Bologna agreement – a collective proposal** (Track D)

This paper presents the results of a meeting of academic women working on gender equity in Spanish universities. The Bologna process is seen both as an opportunity to introduce gender in the university mainstream curricula and, at the same time, as a danger that with the reform of our current university structure, gender studies could lose their hardly gained space. More than 100 propositions (from more than 200 academics) to teach different subjects with a gender perspective were presented. Most of them correspond to humanities and social sciences followed by engineering and architecture. Natural sciences presented few proposals. The general feeling is that gender equity must be included in universities in different ways:

I: in the conceptualisation of the subjects content in the following levels:
   - In the curricula of every university degree
     - as optional subject(s) in all degrees with teachers prepared to do it. Both as single subjects or as mayor
     - as postgraduate courses. Both as professional masters and PhD courses.
   II: in the mainstream activities of the universities:
     - University quality indicators must include gender equality in universities (number of women in decision making positions and number of subjects, degrees on gender)
     - Following the same criteria to select academic staff of any subject, the national accreditation agency must nominate an expert committee to select the personnel qualified to teach gender equality subjects.

**Prof. Dr. Liz Doherty** (Human Resource Management, Sheffield Hallam University, UK)/
**Dr. Simonetta Manfredi** (Centre for Diversity Policy Research and Practice, Oxford Brookes University, UK)

**University Careers: gender differences and similarities** (Track A)

This paper presents the findings from the second stage of a project partly funded by the European Social Fund which seeks to understand the barriers to women's progression to senior levels in English universities. It explores the career histories and experiences of a sample of 56 men and women in middle/senior level roles in a 'new' university. This university has a long history of investment in equality initiatives and has now reached a position where half of the promoted lecturer grade posts and 28% of professorships are held by women – a situation which is far better than the national picture across the UK. The research is based on semi-structured interviews and short biographical questionnaires.

Academic careers can be made based on combinations of teaching/pedagogy, research and
management/leadership. This research explores the choices made by men and women along these different routes and the factors which have helped and hindered their career progression.

The findings show considerable differences between men and women in their approach to their careers - women express more limited career aspirations than men, they plan their careers less, and they experience more gender-related barriers to their progression than men. Interestingly, more women than men were trying to pursue a career which retained a balance between research, teaching and management, whilst men were more inclined to focus on just two of these legs. As a result, more women were having difficulty balancing their work loads and there were strong indications that maintaining all three legs of an academic career may not be sustainable in the longer term. Another key finding was that there were considerable differences between the ways in which many men and women talked about their approaches to leadership and management, with women feeling that their approach was ‘out of tune’ with the male norm.

The implications of these findings are discussed and propositions put forward for policy development in the field of promotions policy, for training interventions to support women and for the encouragement of an enabling leadership style.

Prof. Dr. Terry Dworkin/Prof. Dr. Angel Kwolek-Folland/Prof. Dr. Virginia Maurer/Prof. Dr. Cindy Schipani (Office for Women's Affairs, Indiana University, USA)

Pathways to success for women scientists in higher education in the U.S. (Track C)

A continuing problem regarding gender equity in higher education in the United States is attracting and retaining women in the STEM (science, technology, engineering, math) disciplines. For example, only 20% of the science and engineering faculty at four-year colleges and universities are women. While the number of undergraduates in the STEM courses is fairly balanced, there is a "leakage" problem the higher one goes in the university system. There is an increasing dropout rate of women from undergraduate to the graduate level, from there to PhD.s earned, and a further reduction in those in faculty positions. Decreases continue at the associate professor and professor levels. Universities are developing initiatives to try to reverse this situation. Some involve changing traditional attitudes and atmospheres in specific departments such as physics and chemistry, so that traditionally male ways of thinking and behaving are not the only standard. Others try to address the marginalization and isolation caused by "token" status with an emphasis on mentoring. Institutional changes emphasizing "family friendly" policies such as childcare are being used.

This paper examines specific interventions and their success at 3 large research universities. It incorporates a best practices literature review and discusses some of the most innovative and successful interventions that are transferable to other institutions. The researchers, from a variety of disciplines, are both administrators and faculty members, so they can speak with a great deal of practical as well as research experience.

Besides literature review, STEM programs at three research institutions were analyzed, findings were compared with National Science Foundation ADVANCE STEM initiatives. This research is still in progress.

Prof. Dr. Farinaz Fassa/Sophie Paroz/Sabina Kradolfer (University of Lausanne, Switzerland)

A gender perspective on facilitations and stumbling blocks towards the academic career (Track A)

Since April 2006 we are carrying on a research in the University of Lausanne that aims to understand, beyond the explicit norms, which are the criteria used to select the professorial corps and how these criteria are linked to gender.

We made the hypothesis that the answers to our question are to be found in the way the young researchers articulate their individual expectations and behaviors to the implicit requirements of the academic structure. We are therefore investigating the trajectories of different kind of populations working and/or studying in this university since 1990 (the PhD students, the members of the
intermediary corps and the nominated professors) in order to isolate on one hand what the respondents consider as crucial events (should they be facilitations versus stumbling blocks) on the way to professorial career and on the other to objectify the common steps towards such a professional career and to precise them according to disciplines. Our approach is therefore looking on the way norms of excellence impact on career perceptions, taking into consideration the specific situation of each group of respondents.

Prof. Dr. Martha Foschi (University of British Columbia, Canada)

**Experimental research on gender and double standards for competence: methodological challenges and solution** (Track A)

This paper concerns the experimental study of the use of double standards in the assessment of performances. The practice occurs when performers differ in perceived status (such as gender, ethnicity, and social class) and stricter criteria are used to appraise the competence of members perceived to belong to a lower-status category - even though all performers have achieved the same outcome level. In other words, the definition of “competence” varies as a function of who the performer is. The result is that members of one status category are granted more competence than are those of another in spite of the equivalent evidence (for a review of work in this area, see Foschi 2000).

I have recently completed a series of experiments on this topic, in which participants (undergraduates at the University of British Columbia) assessed applicants for junior-engineer positions (the experimental design is discussed in Foschi 2006). Their task was to review the application materials from six candidates presented two at a time, to rate them in competence and suitability, and to make hiring recommendations for them. The critical decisions involved comparing a male and a female applicant with equivalent qualifications. Results indicate that the use of a gender-based double standard was affected by the type of question asked, with the broader questions (recommendation and suitability) showing more gender bias than the more restricted question (competence). In this paper I examine two key, related methodological issues concerning the design of these experiments (and others in this area) and the interpretation of their results: (1) to what extent is gender bias measured unobtrusively, and (2) to what extent are respondents being “politically correct” rather than giving their true appraisals? I present and discuss the procedures that I designed to ensure that self-presentation/social desirability did not suppress the use of double standards in the participants’ responses.


Helene Füger (Service de l’égalité de l’Université de Fribourg, Switzerland)/Evi Genetti (University of Vienna, Austria/eument-net)/Dr. Dagmar Höppel (University of Mannheim/Conference of Equal Opportunities Officers, Germany)/Sabine Lask (Abteilung für die Gleichstellung von Frauen und Männer der Universität Bern, Switzerland)/Nikolina Sretenova (Bulgarian Academy of Sciences, Bulgaria/eument-net)

**Eument-net – basis for a European network of mentoring programmes** (Track C)

Mentoring programmes are among the most prominent instruments implemented in European countries to promote women in higher education. However, they have not been implemented in a ‘neutral setting’. Structural reforms in higher education over the past two decades are key to understanding the role of mentoring programmes as relevant instruments to promote gender equality in higher education. Mentoring programmes seem to be part of evolving structures of the higher education systems. They are often precariously positioned and their place in higher education systems is controversial. Therefore it is important to attempt a comparative analysis of their implementation in different national and institutional contexts. The EUMENT-NET project, funded by the FP6 Women and Science programme is analysing the specific environment that shapes the way in which mentoring programmes for women scientists may establish structures in the European Research Area. Strategies
We will organise a workshop and present two papers. Paper One will provide a comparative analysis of the conditions and contexts of the implementation. Paper Two will address the issue of integrating the ERA by building a network of mentoring programmes. Taking into account the findings of Paper One, it will develop scenarios for the institutionalisation of a European network of mentoring programmes for women scientists. Questionnaires and interviews and, hence, qualitative and quantitative methods have been used. Additionally, a comparative analysis of mentoring programmes and the structures, in which they are embedded, was done.

Carmen Gervais (Canada Research Chairs, Canada)

**From raising awareness to setting targets: benchmarking progress** (Track A)

The Canada Research Chairs program was created in the year 2000 with the key objective to attract and retain some of the world's most accomplished and promising minds. The program's mandate is to create 2000 research professorships in Canadian universities – in all disciplines – by the year 2008. This program has been very successful in its primary goal: of the 1800 Chairs offered to date, over 600 awards have been accepted by researchers from outside of Canada.

Researchers must be nominated by Canadian universities for Canada Research Chair positions. These prestigious positions are highly sought after and offer a significant amount of financial support to the chairholder and for their program of research.

Early monitoring of the program established that, in comparison to their representation on faculty, proportionally fewer women than men were being nominated. Several interventions were introduced to remedy the inequity in the pool of candidates being considered, which have had significant results. The number of women offered Canada Research Chairs has risen from 14% in 2001 to 33% in 2006. The use of monitoring, communication, and partnering with universities has been highly effective in influencing university practices.

Equity monitoring at the Canada Research Chairs will soon expand to include three other groups: Aboriginal Peoples, persons with a disability and visible minorities. The current challenge is to determine the size of the nominal pool of candidates in order to establish realistic targets.

(More information about the program can be found on the Web site: www.chairs.gc.ca)

Dr. Anne-Françoise Gilbert (University of Bern, Switzerland)

**Disciplinary cultures in mechanical engineering and materials science: de/gendering practices?** (Track B)

Engineering disciplines have been strongly tied to forms of "hegemonic masculinity" (Connell) since their institutionalization as fields of higher education in the 19th century. It is only after World War II that the number of women in these fields has substantially grown, though the situation varies along national and disciplinary lines. Moreover, efforts made in the last years to attract more women to these traditionally male areas have proved to be relatively unsuccessful. This state of the matter raises the question of the reasons for the persisting masculine dominance in specific areas of engineering.

While the underrepresentation of women in engineering has largely been addressed in terms of support to women in traditionally male fields, this paper focuses on the academic culture of engineering and the way it is linked to masculinity. The questions investigated are the following: To what extent are social and epistemic practices and identities in engineering disciplines gendered and/or gendering? And how do different contexts influence the gendering of practices and identities?

My presentation will draw on ethnographic fieldwork carried out in two departments of a technical university in Switzerland, mechanical engineering and materials science. The methods included participant observation in formal and informal settings as well as in-depth interviews with individuals ranging from professor to student. I will start by describing some common elements and highlight
some of the striking differences between social and cultural practices in both disciplines. These differences will be discussed from a theoretical perspective, asking how cultural characteristics might be related to the structural position of each discipline in the scientific field (Bourdieu). To conclude, I will address the potential of each disciplinary context for de/gendering practices.

This research is funded by the Swiss National Research Foundation and runs from 2005 to 2007.

Anne-Sophie Godfroy-Genin (Ecole Normal Superieure de Cachan, France)

Women academic careers in technology, a comparative European perspective (Track B)

This paper will present some outcomes of the PROMETEA research project funded by the European Union under FP6 from 2005 to 2007 (see www.prometea.info). PROMETEA is a strongly pluridisciplinary and collaborative project involving 17 research teams from 13 different countries.

It combines existing knowledge with new in-depth pilot studies on women academics in engineering-technology, linked to qualitative research work on the experiences of both women and men working in this field, using cross-comparison as a research strategy.

The paper will focus on comparative perspectives between countries, disciplines or research topics, age groups, academic and industrial research career paths, etc. Some hypotheses will be discussed to explain the diversity of academic settings with an emphasis on the impact of evaluation process, institutional and legal framework, competition and prestige of the field, balance between research, teaching and administration workload with its impact on career choices and patterns, interactions between industry and the academia, work-life balance, proportion of women academics in the field, etc.

As a result of this cross-comparative study, the aim of the paper is to identify different archetypes of academic settings in engineering and technology, and to highlight their specific issues, and the prime concerns for gender equality in each case.

Prof. Dr. Ruby Heap (University of Ottawa, Ontario, Canada)

Gender and societal relevance in Canadian schools of engineering (Track B)

This paper will present the first results of a nationally-funded interdisciplinary research project (history, education, sociology and engineering) which aims to assess the importance of social relevance in Canadian engineering education, and the links between the importance given to engineering’s social dimensions and the recruitment and retention of female undergraduate students since the 1990’s. The first part of the paper will examine curriculum and pedagogical developments in selected Canadian faculties or schools of engineering and discuss how these changes express or not a concern for the relationship between engineering and social needs, and for the continuing under-representation of women in engineering. The second part of the paper will inquire about the potential links between these academic developments and the recruitment and retention of female students in various engineering sub-disciplines. This discussion will be based on data collected through documentary material, interviews with key administrators and female student leaders, and from a student questionnaire distributed in our selected institutions.

Clem Herman (The Open University, Milton Keynes, UK)

Women’s careers in science, engineering and technology: cross cultural comparison (Track B)

This paper will examine the impact of political, economic and social factors in the shaping of women’s perceptions and identities as engineers, scientists and technologists drawing on a series of in depth interviews with women in Poland, Latvia and the UK. In the UK women have been consistently under represented in Science, Engineering and Technology fields both within academia and also in professional employment outside of the university sector. Women’s career progression is also more
limited in these occupations with few reaching high level positions. Cultural norms and attitudes reinforce this gender segregation, and despite a plethora of initiatives aimed at redressing the balance, change continues to be slow. However this phenomenon is not universal either historically or geographically – indeed there are significant differences in how gendered occupational segregation has been manifested in different cultures and contexts. This paper will seek to examine the interaction between private and public understandings that women have about their careers in SET using a cross cultural comparison. The experiences of women in the UK, Latvia and Poland present the opportunity to compare the impact of very different social and political frameworks. In addition, narratives from older and younger women who have developed their careers in different contexts, will illustrate how academic disciplines can become differently gendered over time. Methods used were semi structured interviews. This research is still in progress.

Prof. Dr. Margarethe Hochleitner/Dr. Angelika Bader (Medical University Innsbruck, Austria)

Female careers in medicine in Austria (Track B)

Women first enrolled to study medicine at the University of Innsbruck in 1900; in 2000 female enrolment surpassed male. In Austria affirmative action for women is compulsory at universities; there are equal opportunity and anti-discrimination laws. A survey at the Innsbruck University clinics in 2002 used standardized anonymous questionnaires. Of the female doctors, 271 (77.0%) participated in the survey: 176 (65.0%) in training, 95 (35.0%) specialists. Mean age: 35.7a. A very important motive for having studied medicine was wanting to work with people (81.9%), wanting to help people (53.1%), scientific career 15.9%. Only 4.1% of the respondents had acquired venia docendi, 10.7% were working toward it. Of the women 24.4% had tenure. Future plans: remain at the university clinics (49.9%), have own practice (23.2%). No respondent aimed for a position as head of a clinical department of a non-university or university hospital. The most important demands would be flexible work hours (91.5%), followed by affirmative action for women as a matter of fact on the part of their employer (82.3%), better pay (81.5%) and better child care (78.2%).

Does the desire of female doctors to care for patients preclude a leading departmental position? Our study also mentions the problem of juggling career and family obligations. The typical leading departmental career for medical doctors is predominantly based on scientific achievement, namely the major hurdle for women. The study is published.

Dr. Liisa Husu (Collegium for Advanced Studies, University of Helsinki, Finland)

Gender and excellence in technological research (Track A)

In attempts to strengthen the European research effort, promoting scientific excellence is currently seen as a pivotal issue. The EU report “Gender and Excellence in the Making” (2004) recommended that further research should be conducted in several areas related to scientific excellence, such as differences between scientific disciplines, epistemic cultures, national and regional contexts. Technological research is especially fruitful focus for this kind of a study from a gender perspective, as a traditionally heavily male-dominated field and as the disciplinary area with lowest rate of women professors in Europe. How do the dynamics of recognizing scientific excellence operate in this kind of a very male-dominated arena? Gender and excellence in technological research are explored as one key topic in the EU FP6 funded multi-national research project PROMETEA (www.prometea.info) - Empowering women engineers research careers in academic and industrial research (2005-2007).

The paper will highlight and discuss preliminary results of PROMETEA related to gender and excellence. PROMETEA aims at exploring, from a gender perspective, the dynamics and patterns by which scientific excellence is constructed in engineering and technology research in different national and research settings in academia and industry. Different arenas of scientific excellence, such as funding bodies, publishing, prizes, awards and patents are explored, as well as experiences of those few women who have reached the top in technological research. The project aims to deepen understanding of gender dynamics in technological research and research careers. It also aims to develop re-
commendations to national and international stakeholders of technological research on more gender sensitive and gender aware policies and procedures.

**Leena Isosomppi** (University of Jyväskylä/Kokkola University Consortium Chydenius, Finland)

**Ted and the girls - doing gender in the context of teacher education** (Track B)

The academic teacher education in Finland is officially gender-neutral, but in practice it reproduces the gender system through unofficial structures and practices. I analyze the student culture discourses and through that the construction and the reproduction of gendered professional identities in a teacher education context. The research material comprises of stories (N=44) describing small team activities, written by class teacher students (out of whom 85% are women) using the method of empathy-based stories. The students received orientation and a frame story to assist them in the writing of short essays. This textual material is analyzed intertextually in connection with teacher education curriculum texts and excerpts of three pedagogical thesis. Some other tools of critical discourse analysis are also applied in textual analysis.

Women and men are described stereotypically in the texts. The preliminary results indicate that gender is also a relevant point when applying the moral order in a student community. This shows up in the texts, for example, when female talk is assessed 'reflectively' and in the gendered consequences of breaking the moral order. Critical discourse analysis makes it possible to consider these empirical results in a socio-cultural frame. Analyzing orders of discourse make visible the mechanisms of reproducing the gender system. The research is also personal reflection as a teacher educator.

**Bettina Jansen-Schulz** (Universität Lüneburg, Germany)

**Gender-competence in the Bologna process** (Track D)

During the running of the project: “Gender-Competence in Science and Technical Studies and in University Structures” (from May 2004 to End of 2006) at the Leuphana University Lüneburg we developed the concept of “Integrative Gendering”. In Germany and Austria a great number of Universities are interested in this concept. It was presented in more than 30 lectures and publications until the end of 2006. “Integrative Gendering” refers to four university action fields:

- Learning and Teaching. A gender synopsis, based on seven main categories to gender in teaching with more than 600 modules has been produced.
- Integration into the higher education program of the Leuphana University Lüneburg.
- Integration into EU-research projects into the proposals and during the running of the projects.
- Integration of gender and diversity aspects into the new structures and action fields of the Leuphana University Lüneburg. Due to the new organisation and structures (college, graduate school, professional school and research centre) there are a lot of possibilities and necessities to integrate gender and diversity aspects into these action fields and in between them.

The sustainability of the project will be assured due to this concept “Integrative Gendering”. It will be implemented into the universities structures as well as in the higher education and into the higher education policies of the Bologna Process.

**Maren Jochimsen** (European Platform of Women Scientists (EPWS) Brussels, Belgium)

**Excellence made in EU: how to overcome the unintended gender bias in EU research policy** (Track A)

“Excellence” has become the key word for the implementation of the European Union’s Lisbon goals, aiming at establishing a European Research Area and at making Europe the world's most competitive knowledge-based economy.

However, the prevailing notion of excellence and its undoubtedly existing shortcomings
considering European advancement in research and innovation remain unreflected so far. The fact, for example, that the success of the individual researcher tends to depend on their successful placement in networks, language abilities and non-transparent selection procedures as much as on scientific quality and achievements, might not only contradict the spirit of creating innovation by excellence. It also disadvantages (women) researchers with off-stream careers and/or caring responsibilities. This situation is likely to harm the EU’s goals of producing more innovative and more excellent research; mainstream research tends to be favoured over possibly equally innovative off-stream ideas.

The presentation is interested in the challenge to coordinate and communicate a revised, gender sensitive notion of excellence as a guideline for future reference – even if this may mean to leave traditional tracks. Minimising (gender) bias in the social process in which excellence is established and finding fair, objective and stimulating criteria for excellence would be in the EU’s interest as much as the research community’s. It would encourage and enhance the participation of excellent women scientists and it is the only way to create, identify and maintain excellence throughout Europe.

The paper will discuss the current emphasis on excellence and innovation in EU research policy and argue that if the strategic instruments created to achieve the desired goals be successful, the unintended biases of current notions of ‘excellence’ and ‘innovation’ need to be reflected upon. The goal would be to achieve a revised, gender sensitive notion of ‘excellence’ to ensure an inclusive approach of all intelligent minds in the EU and avoid the waste of talent of various groups including highly qualified women who make up more than 50% of EU students but on average only get to 15% of senior academic positions. The paper will present the European Platform of Women Scientists as an instrument to generate an EU-level discussion on excellence and innovation to achieve a gender sensitive notion of excellence as the basis and precondition for a sustainable notion of innovation and hence the achievement of the Lisbon goals.

**Helga Jungwirth** (Johann-Wolfgang-Goethe-Universität Frankfurt am Main, Germany)

**Maths and science teaching, computers, and the construction of (gendered) subjects** (Track B)

The impact of digital technologies on teaching and learning is a main issue in nowadays’ educational debates, and possible gendering, or degendering effects are an important item on the agenda. Taking an interpretative sociologist’s perspective on gender and teaching and learning we have turned in our research project to maths and physics classes. We are interested in relations to mathematics, physics, and computers that are established in computer-based classroom interaction by teacher and students: Which types of relations are constituted? What are teachers’ and students’ methods of constitution? What are the respective contextual conditions? Is gender embedded in those relations once more, or does the use of computers break up well-known gendering mechanisms?

We have conducted a qualitative video study in Austrian grammar schools involving whole-class teaching and group working. Videos and transcripts of about 40 lessons have been analyzed. Digital technologies are those most common in Austrian mathematics and physics teaching. They have been examined with respect to their inherent gendering potential, too.

It is work in progress which we present. Preliminary findings indicate that the constitution of neutral relations to mathematics, physics, and computers is interspersed with subtle gendering processes. In physics classrooms they are more developed than in mathematics; the disciplinary culture and its gendering seem to play an important role. This is a challenge to common lumping together maths and science in educational debates on gender.

**Eva Källhammer/Ylva Fältholm** (Department of Human Work Sciences, Luleå University of Technology, Sweden)

**“Being a man weighs more” – gendered career patterns at Luleå University of Technology** (Track A)

Based on interviews with twenty university teachers and PhD students, the aim of this study is to explore the way that career patterns are conceptualised and described within academia in general and
at Luleå University of Technology in particular. “Being a man weighs more”, a quotation from one of the interviews, illustrates that career opportunities and patterns are conceptualised and described as gendered. The study however shows that at lower levels of the academic hierarchy, among PhD students, the system is conceived as objective, fair and gender neutral. In contrast, at higher levels, among senior lecturers and professors, there is an awareness of different opportunities for women and men and of the importance of having access to informal networks, which are often male dominated. This means that for example in processes of recruiting professors and of applying for research funding, women are excluded. In our point of view, this might be one of the reasons to the low number of women professors at the university (10 % in 2006), in spite of a large number of efforts and projects aiming at reducing the gender gap, both among students and teachers. Paradoxically, however, the fact that women are engaged in different activities, groups and projects and that they are selected for different types of administrative positions in order to increase the total number of women at higher positions, might also be counterproductive. While women are working to increase gender equality in different types of “dead end” positions, their male colleagues are working to reach higher positions within the academic hierarchy.
Dr. Edit Kirsch-Auwärter (University of Göttingen, Germany)

From tradition to modernity: minstreaming gender equality at the Stiftsuniversität Göttingen (Track C)

Universities in Germany are still undergoing a period of intensive organizational change. The growing national (and international) competition for students and faculty, the agenda of the "Bologna process", receding state funding, and new governance structures are some of its more prominent characteristics. Encouraged by the promise of growing autonomy five universities in Lower Saxony - Göttingen among them - opted for the model of a foundation under public law. At the University of Göttingen gender equality turned out to be part of the mandatory management duty of the University Senate and the Presidential Council. It was included in the mission statement for the university and is currently being implemented in evaluation and controlling routines. Gender inclusive quality guidelines for search committees and development plans for the faculties, pioneering projects that offer gender and intercultural training in their curricula, and quality assurance measures that include gender equality indicators seem to open new opportunities to enhance women's participation. At the same time the prevailing adherence to a traditional view of the university's legacy and a strong commitment to "excellency" in research and teaching may provide leadership and management priorities that create tension if not conflicts with efforts aimed at gender equality in higher education.

Ellen Kuhlmann (Centre for Social Policy Research, Bremen, Germany)

Knowledge cultures and equal opportunity policies: towards performance approaches in the science system (Track B)

Across countries equal opportunity policies are established in the science systems and increasingly complemented with gender mainstreaming policies. New policies indicate a move from structural to procedural approaches, thus opening a broader scope of action towards gender equality. This paper highlights the significance of knowledge cultures and professionalism as ‘hidden organisers’ of the science system. Following approaches from the sociology of professions, I argue that knowledge is the currency of competition and key to understanding professional power and agency. Consequently, a focus on knowledge cultures may help to better understand the making and remaking of hierarchical gender relations as an essential feature of professions and the science system. Empirical data from a German research project into gender equality in three science organisations with different disciplinary perspectives serve to explore the interplay between knowledge cultures, professional identity and equal opportunity guidelines. The significance of knowledge cultures is further outlined in drawing on new health policies that attempt on tighter control of the medical profession and a more inclusive professionalism. The results highlight a need for more complex and dynamic approaches on gender equality in science that put emphasis on performance and professional development, and help to better link disciplinary perspectives and equal opportunity policies.

Stefan Larsson/Maj-Britt Lindberg (Office for Human Resources and Organizational Development, Umeå University, Sweden)

Curios in leadership at the faculty of science and technology (Track C)

Purpose. The Vice-Chancellor was given instructions for increasing gender equality in managerial positions, faculty boards and committees 2003. There has been a great lack of women in management positions etc in the faculty. The purpose with the project was to stimulate women to take positions as managers and members in the faculty board and committees as well as emphasize women’s competence.

Design. The Dean of the faculty initiated the project and has been deeply involved in the program, which has been a strength in the project. Two consultants from the HRM office were appointed as leaders. All women doctors at the faculty of Science and Technology were invited to participate in the
program. The program has been running for the last two years and twelve women have been participants. A contract between the unit manager and the participant was signed to guarantee enough of time and resources for the participants.

Before the program started all participants were interviewed about their needs, competence gaps and expectations. The seminars have mainly focused on leadership, gender equality and organization, management and control in academia. Other areas that the project has covered were economy and resource allocation, roles and group processes, conflict solving, career planning, personal strengths and weaknesses.

Results. The participants have developed greater knowledge, strength and awareness within the area of management. They have also been more visible to managers. They have also developed a personal career plan. More than half have got commissions during the project at different levels. Another result is the network built by participants for continuously chairing knowledge and experiences. This project has stimulated other faculties and universities discussing to start similar projects.

Dr. Carmen Leicht-Scholten (RWTH Aachen University, Germany)

Where is the key to success? Comparative evaluation of mentoring programmes for excellent female scientists in natural sciences, engineering, social sciences and medicine (Track C)

The project combines two different areas of gender research. On the one hand it refers to the approaches of sociology of organisation that examine barriers for women to reach leading positions in research institutes. On the other hand it corresponds with approaches to consider the importance of science as a social field referring to the theory of Bourdieu. The project is based on a comparative investigation of eight mentoring programmes for high potentials, in natural sciences and engineering, social sciences and medicine. The mentees of the schemes get a questionnaire at the beginning, in the middle and at the end of their participation in the programme. The interests of the investigation are to see whether the disciplinary cultures generate specific modes of gender relations or gender imbalances referring to the recruitment of academic profession. It is asked whether there are any differences in the groups of mentees and their demands belonging to the different disciplines? The project is the first of its kind in Germany comparing mentoring schemes that work on the same level referring to different disciplines. The results could help to get information about the fact how and which parts of mentoring schemes work best in special disciplines. Are there any differences referring to the instruments of the programmes (trainings, networking, mentoring) and what do they mean for improving the ability of such schemes? As a method we used comparative investigation of the mentoring process at the beginning, in the middle and at the end by partly standardized questionnaires. The mentoring processes of the mentees of different disciplines are compared by using the same instruments of evaluation. This research is still in progress.

Dr. Inken Lind (Center of Excellence Women and Science (CEWS), Bonn, Germany)

Balancing career and family in higher education — new trends and results (Work-Life-Balance)

Significant differences between the private living situation of male and female scientists is a well known social phenomenon. It appears that fewer women than men are able to balance a scientific career with family responsibilities. It has also been shown that there exist significant differences in the career paths of male and female scientists. However recent studies refer to assimilation between male and female living situations: compared to earlier findings more female scientists combine a scientific career with having children, whereas more male scientists remain childless. Results drawn from CEWS surveys concerning the living situation of female and male scientists in Germany, their work-life-balance and aspects of fertility decisions will be reviewed and compared with findings from other European countries. Furthermore a recently started CEWS research project called ‘Balancierung von Wissenschaft und Elternschaft’ (BAWIE) concerning the process of balancing science and parenthood and the reciprocal effects between individual decision making and organizational structures will be
presented. The discussion concentrates on the implications for a better work-life-balance for both female and male scientists in higher education in Europe.

**Dr. Andrea Löther** (Center of Excellence Women and Science (CEWS), Bonn, Germany)/
**Elisabeth Maurer** (UniFrauenstelle – Office for Gender Equality/University of Zurich, Switzerland)

**Evaluation of gender equality policies: demands and challenges** (Track C)

Evaluation constitutes an established instrument of quality management in higher education. More and more, equality policies are the object of evaluations. Many gender equality stakeholders are sceptical about this. The quality of the evaluation processes is doubted and this is why stakeholders fear that the results of evaluations could be used to legitimate unjustified cut downs. More over, some of them experienced a poor gender competence of the evaluators. On the other hand, evaluation may be an important instrument to ensure the quality of gender programmes and policies.

In our presentation we will discuss the demands of evaluations on gender equality. Our main objective is to set up a framework to use evaluations in a better way.

We would like to discuss, how far evaluations of gender equality policies take into account equity, difference and (de-) construction as equality strategies. Whereas not doing so produces a biased assessment of the quality of gender policies.

To get significant evaluations, we will differentiate between the evaluation of policies, programmes and projects, institutions like equality offices and finally the evaluation of the equality achievements of a university as a whole. These types need different evaluation procedures.

Finally, we present good and bad practices for evaluations. What is the meaning of the different parts of an evaluation process? How do we make sure that those who are evaluated can comment on the evaluation report? What about the follow-up of an evaluation?

The presentation is work in progress, based on experiences as evaluators; head of an evaluated institution, applied evaluation research and on experience with external and internal evaluations.

**Kristina Lundgren/Inga-Lena Toft** (Stockholm University, Staff Department, Sweden)

**The gender bias in referee's assessments** (Track A)

The aim of this paper is to present an ongoing study of referee's assessments, concerning applicants for thirteen positions as senior lectures, in four faculties at Stockholm University, Sweden.

Sweden has a governmental policy of equality since 1993, which demands all employers, including universities, to take such steps in hiring teachers and researchers that discrimination by sex is avoided. For universities the Higher Education Ordinance (HF) regulates that there must be at least one referee of each sex in every expert panel of staff appointment. HF also regulates that every appointment board has to note that they have considered the sex factor in valuating and choosing one person among the applicants.

The problem is that HF does not regulate in which ways this consideration of the applicant's sex are supposed to be done, and this means that it is still open to referees to discriminate one sex on behalf of the other by using a gender biased language and structure in their assessments, and thereby going around the demands for an equal treatment of all applicants.

By analysing approximately fifty referee's assessments we will show that they vary according to the sex of the applicants, and that it is very hard for the individual applicant to make a complaint to the board of appeals on these variations as they are subtle and supposed to be biased by a subjektive reading. Our conclusion is that there is a great need for a more formal structured procedured of the system by referee's assessment.

As methodology, we are using a research design made up for mainly a linguistic text analysis by Anna Gunnarsdotter, Gothenburg University, Sweden, in her study of referee's assessments for positions in social science, which we have moderated for our aim to study all four faculties, law, humanities, social science and natural science, of Stockholm University.
Gender mainstreaming at German universities - balancing and optimizing (Track C)

The research project „Gender Mainstreaming an Hochschulen – Bilanzierung und Optimierung“ („Gender Mainstreaming at Universities – Balancing and Optimizing“), located at the University of Augsburg, Germany, aims to assess gender mainstreaming processes and gender equality politics at German universities and to systemize strategies of successful implementation.

The research will be done in two steps: First, the status quo of gender mainstreaming processes and gender equality politics at several universities in different German states will be analyzed with multiple research methods. Second, the results will be discussed at a congress, in workshops etc. in order to develop common strategies and to fortify cooperation and networking of universities in the gender equality field all over Germany.

We would like to present some important results of the status quo analyses.

Structural changes following from the Bologna process – putting gender equality at risk in Germany (Track D)

Introduction. Diploma students still have a lot of freedom in the choice of seminars and sequence of exams, Bachelor students face a stricter routine. If they miss out a semester, they have to wait for a whole study year before they can continue with a new cohort.

Background: The author offers consulting and career guidance to students and graduates. The newly implemented Bachelor programmes create new challenges in counselling that are still awaiting replies on the structural level. These particularly affect students who become pregnant during their studies – but also all those who are or become in charge of looking after dependent relatives.

Study regulations require the offer of alternative exam structures, yet practice depends upon, e. g. Deans who are mostly male, elected for a certain period and not necessarily skilled to support students in such situations. Consequently, while Bachelor programmes might attract those who want a degree "quickly" and allow for family planning early-on, this very group could face specific obstacles.

Aim: This paper will highlight the above problems, based on experiences in different sections and Faculties of the University of Bremen. It presents the little information thus far available on the profile of Bachelor students and illustrates actual questions posed by students seeking consultation. It cannot yet provide all the necessary answers, but rather aims at posing the questions and assembling ideas of those who deal with the above problems in their everyday work. Some comparison with other countries is also aimed at.

Leadership styles for work-life balance (Work-Life-Balance)

Research on women’s careers in HE show consistently that finding a balance between paid work and family responsibilities is a major issues. Oxford Brookes University in the UK as part of its on going commitment to gender equality, undertook a major project, partly funded by the UK Department of Trade and Industry to develop institutional policies and practices to support the use of flexible working and to develop a work-life balance culture. Research that was conducted within the university as part of that project clearly demonstrated that good practice in work-life balance is very important to women. However, similarly to other studies it also found that line managers’ attitudes are crucial to the success of work-life balance policies. Line managers can be either a major barrier to diffusing good practice or they can be most important innovators of leading practice. This paper presents the findings of further research undertaken at Brookes and funded by the Leadership Foundation for...
Higher Education to investigate leadership and management styles that support work-life balance policies and practices at all levels of the institution. In September 2006 Oxford Brookes University was 'Highly Commended' by the UK Association of University Personnel for improving people's working lives and this paper will offer an opportunity to share the university strategy to promote work-life balance policies and practices.

**Dr. Göran Melin** (Swedish Institute for Studies in Education and Research (SISTER), Sweden)

**Understanding gender biases in funding schemes for excellence** (Track A)

This study investigates women’s performance and success – or non-success – in application rounds for research funding. Women as a group are frequently less successful than men in application and evaluation rounds. One explanation is that the more formal and strictly meritocratic an evaluation process for funding is, the more beneficial is this for women. And reversed: the more informal evaluation criteria that are applied, the less successful women will be. We draw on recent research which concludes that the outcome of a research funding process is not only dependent on the evaluation criteria used, but also on the organisation of the review process (ranking scales, peer panels, interviews etc.). Our goal is to understand why women are disproportionally less successful then men in evaluation processes and disclose the role of formal and informal evaluation criteria, and more qualitative assessments as interviews in the evaluation process.

Data is used from two different application rounds from the same organisation, the Swedish Foundation for Strategic Research. One application round is for individual grants, the other for block grants to larger research units; both are designated to identify and support excellence. In addition, the rounds include formal and informal evaluation criteria/steps and it is thus possible to trace women’s success through the processes.

The overall method is a comparative case study where the cases are chosen from similarities (excellence) and differences (scale of funding, groups or individuals). In order to compare the cases we will use both qualitative and quantitative methods. We have made interviews and document (archive) studies in order to understand the processes and interpretation of criteria. In addition, bibliometric comparisons in search of for instance biases in co-authorship have been carried out.

It seems like women do better when applying for individual grants then block grants. We argue that this can be explained by the organisation and the impact of formal and informal assessment in the funding processes, where funding of block grants is characterised by a more complex organisation and success is more dependent on high scores from informal steps and evaluation criteria.

The policy implications of this are discussed and ways to reduce skew gender outcome are suggested.

**Ursula Meyerhofer** (UniFrauenstelle — Gleichstellung von Frau und Mann, University of Zurich, Switzerland)/**Dr. Astrid Franzke** (Stiftungsuniversität Hildesheim, Germany)

**Implementing mentoring-measures for women and men: strategies and outcomes. A German/Swiss dialogue (paper) with European benchmarks** (Track C)

The paper deals with the implementation road map of Mentoring-Programs and tackles differences between the launched strategies. The two speakers offer their deep insight and experience with practising Mentoring-Programs as well as evaluating such programs in both countries Germany and Switzerland (12 higher education institutions in Niedersachsen, several universities in Switzerland).

The workshop analyses examples of implementation and gives details about different institutional places, levels and strategies, where Mentoring-Programs are being institutionalised. It includes a focus on the communication/public relations skills needed according to the strategies. Another focus deals with the human resources as conditions for such strategies and mutual developments between the organisational level and the project level.

The underlying assumption is: sustainable effects of using mentoring programs can only be reached by a structural view in implementing them. This tactical attempt cannot be planned but is subject to
chance and underlies complex interactions. Furthermore, implementation strategies are closely connected with the Bologna-Process that asks for a heavily structured curriculum and defines competences for (doctoral) students. Gender and Diversity questions are part of this changing academic world and can take profit of it.

Prof. Dr. Louise Morley (School of Education, University of Sussex, UK)

The micropolitics of gender mainstreaming in higher education (Track C)

Gender mainstreaming is the linguistic antithesis of gender marginalisation. It provides a new conceptual grammar for organisational reform and is part of the global policy architecture for gender equality. It is a strategy that claims to make women’s and men’s experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes. It assesses the implications for women and men of any planned action, including legislation, policies, and programmes in any area and at all levels. Tools for gender mainstreaming include gender-disaggregated statistics, equality indicators, engendered budgets, gender-impact assessments, gender monitoring and evaluation gender audit, and visioning.

However, gender mainstreaming is a contested and controversial concept and process. For example, is it a neo-Weberian narrative that reaffirms the role of the state? Is it a supra-national phenomenon that can weaken institutional sexism locally? Is it radical change or superficial adaptation? When interventions for gendered change enter higher education governance, are they automatically de-radicalised? Do the narratives of the margins and the mainstream combine, collide, co-exist (Morley, 2007)?

This session will critically evaluate whether strategic interventions for equity have successfully disrupted gendered power relations in higher education. Drawing on empirical data from research projects in the UK (Deem and Morley, 2006), in Nigeria, South Africa, Sri Lanka, Uganda and Tanzania (Morley et al., 2006) and on the international literature (Morley et al., 2005), this session will question whether micropolitical activities can undermine gender mainstreaming initiatives.

Research findings seem to suggest that there are whole swathes of micropolitical activity, processes, attitudes that appear to elude the interventions of gender mainstreaming and equity policies. A key question is whether gender mainstreaming is undermined by micropolitics because it is conceptually flawed or whether because it is unevenly implemented. It seems that gendered power relations still symbolically and materially construct and regulate women’s everyday experiences of higher education. Gender continues to have a significant impact on academic and professional opportunity structures and identity formation. The fundamental difficulty is shifting the paradigm of patriarchy.


Dr. Anina Mischau (IFF, University of Bielefeld, Germany)/Bettina Langfeldt (Institute for Sociology, Justus-Liebig-Universität Gießen, Germany)

Differences between gender and disciplines on the way to an academic or a scientific career (Track B)

Exploring the situation of gender in higher education in Germany, we find the following picture: 1. the higher the status in the hierarchical structure of universities, the lower the ratio of women; 2. until today there is a clear gender bias from one discipline to another, especially in the natural sciences and in engineering women are still underrepresented both at the level of PhD students and at the
postdoctoral or at the professorship level. Why does it seem to be so difficult for women establishing a scientific or an academic career especially in these disciplines? With a survey carried out at all German universities we explored the situation and perspectives of PhD students and scientists at postdoctoral positions of six disciplines. The questionnaire dealt with the following issues: motivation and promotion for a scientific or an academic career, integration into the scientific community, internal and external factors which may lead gender differences in expectations, experiences, needs and demands, associated with developing scientific/academic career, evaluation of gender equality in higher education. A following in-depth survey gave insight into individual experiences during the way into a scientific or an academic career. The paper presents selected results, primarily analysing gender or/and discipline differences focusing on the doctoral work as the first step to an academic or a scientific career. The study is based on an online-survey with in total 1,545 participants (men and women) of the disciplines mathematics, physics, chemistry, mechanical engineering, electro technology and computer sciences. Furthermore, 48 interviews (four with women and four with men from each of the 6 disciplines) were conducted.

Pat Morton (Sheffield Hallam University, UK)

Women and the cultural domain of built environment higher education (Track B)

Women have for a long time been underrepresented in built environment higher education in the UK. There are a number of initiatives that have been developed to try and address this, and the researcher is based in a university that is working to improve the participation of girls and women across SET and the built environment.

Built environment as an academic discipline is drawn from the professions that are part of it and from the academic disciplines that contribute to it (Becher and Trowler, 2001) that can range across science, mathematics, engineering as well as law and social science. This research explores the culture that women encounter when they enter built environment higher education and attempts to identify the influences that can encourage or discourage participation and progression.

The research is an in-depth study focusing on a small number of women students from a range of courses in one institution and a small number of lecturers who are teaching them over a period of 12 - 14 months. Higher education has faced and continues to face a number of significant changes that also have an impact on student experience. UK higher education has moved from serving a relatively small elite of 14% in 1985 (Universities UK, 2001) to 43% of the population in 2001 with continuing increasing targets.

How can the complex layers of culture be unpicked to identify a single definable culture? The women who are part of the study come from a range of backgrounds and their experience of the culture also varies. As the student body becomes more diverse, a culture that is designed for young white males will be out of tune with its student body. What can we learn that can inform the curriculum and pedagogy within courses and their programmes? Waterman-Roberts (1998) discussed the mechanistic add-on approach to strategies that often fail to meet the needs of a diversifying student population. Significantly she asserts that what is important is not what the culture is, but how it is experienced. The interaction between home and education is significant for mature women students, but the experiences are individual (class, race, age, motherhood, disability, residence, religion, sexuality, geography) and cannot be readily generalised. Yet some recurring themes are clear including a lack of confidence at the outset of courses, a need for good quality feedback on progress and a need for recognition of effort. As Goldberger et al (p 35, 1996) assert "there is a tendency of HE to give centre stage to disciplinary content, with the unspoken assumption that anyone with a command of the material can teach and anyone who tries hard enough can learn."

The lecturers are chosen to represent the discipline variations taught across the Department and they also exhibit an interest in the subject are of the research with a commitment to gender equality and good teaching. Students views, with identities withheld, are brought to the lecturers for input and feedback. In addition the lecturers are encouraged to discuss Faculty and University issues that impact indirectly on the learning experience of students.

The research methodology adopted is participatory action research drawing on Reason and Rowan's "New Paradigm research" (1994) and change of practice approach. A qualitative study drawing on
reflective diaries, interviews and focus groups are the main tools. The position of the researcher as a female academic within the Faculty clearly influences the standpoint of the research. An involved approach is adopted, working with two sets of actors to gain a holistic perspective on the students' experience in order to contribute to social change. The research data collection is now virtually complete and analysis is in progress.

**Prof. Dr. Jenny Neale** (Victoria University of Wellington, New Zealand)

**Becoming a professor – or not** (Track A)

As in many other countries, in New Zealand women academics are proportionately under-represented in the higher levels of the university structure. Various strategies have been tried in recognition that such inequities are not going to disappear as a function of the passage of time. Drawing on information provided by women at the Associate Professor level and men and women Professors at Victoria University, this paper examines how successful some of these strategies have been in assisting women to progress since Victoria University adopted an Equity Plan in 2003. It looks at the experience of these senior academics in relation to the extensive literature identifying the barriers and challenges, and the way in which the role of professor is conceptualized. Conclusions are drawn about how successful initiatives have been, why some women choose not to apply for promotion to the professorial level and the different strategies that professors advocate for those wishing to attain this rank.

**Rebecca Nestor/Judith Secker** (Oxford Learning Institute, UK)

**The development of leadership amongst women at Oxford University** (Track C)

A minority of academic leaders at Oxford are women. In 2005-6 the University established a leadership development programme for academics, especially women and those from ethnic minority groups. The programme recruited 18 women, of whom 11 opted to join a women only development centre, and 8 men. The Academic Leadership Development Programme aims to:

- take positive action in leadership for women and ethnic minorities,
- capture (from participants' sponsors and their senior mentors) experienced colleagues' know-how,
- broaden the University's pool of leaders,
- increase the involvement of academics 'on the ground' in the leadership of the University, and
- improve perceptions of leadership amongst academics.

Senior managers in institutions are often perceived by other academics as having left behind their academic identity and embraced a managerialist and corporate agenda. As well as recognising this general concern, leadership development programmes designed to support women into academic leadership roles have, additionally, to find a way between 'fixing the women' (de Vries, 2006) and 'fixing the organisation' so that it is less inimical to women.

This presentation will first outline the experience in a research-intensive institution of establishing an academic leadership development programme with a particular focus on encouraging and supporting women into senior academic leadership roles and will discuss the approaches adopted, which include:

- an initial self-assessment,
- the creation of 'development centres' including one for women only,
- ‘stretch’ projects sponsored by senior managers,
- mentoring and peer partnerships, and
- termly participants' meetings.

We will then describe the evaluation of the programme, which, in addition to longitudinal qualitative assessment of the positions held by men and women at departmental, divisional, and University levels, includes an on-line participants' questionnaire and follow-up interviews, contact with sponsors, and 360 degree assessment. We will report our initial evaluation findings.

Dr. Aurelija Novelskaitė (Institute for Social Research, Vilnius, Lithuania)

Gender (dis)advantages in a highly feminized environment: convolutions of women’s and men’s academic careers in post-Soviet medicine (Track B)

Feminization in medicine, an evolving phenomenon in Western industrialized countries, has been observed in many post-Soviet countries, including Lithuania, for more than 50 years. However, despite women constitute around 70% of Lithuanian physicians, there is obvious traditional gender stratification according hierarchy lines and gender segregation by fields of medicine in Lithuania. Our paper aims to explore and reveal peculiarities of women and men physicians’ experiences, practices and career achievement strategies in such highly feminized environment.

Analysis of interviews with Lithuanian physicians (N=36) demonstrate that women’s and men’s stimuli to start medical studies are almost the same (e.g. family tradition and other role models, intention of self-realization, etc.); acknowledgement of different treatment of male and female students is rather tenuous. Later on, however, successful establishment of women’s professional career (inseparable from academic career) is highly dependent on and influenced by the other – man (spouse, family friend, colleague, mentor, etc.). That is, in most cases not the woman herself, but her husband or partner induces her to aspire for a degree, a (male) mentor suggests fields of research, a (male) colleague arranges post-doctoral internships, etc. These men’s – gatekeepers’ in the widest sense – strategies directly illustrate idea of “preservation of professorship” by letting in just eligible number of (loyal!) individuals from other (not respectful male) strata.

Statistical data indicate (N=1190), that women researchers’ position (in terms of acquired degrees of science) is relatively better in bio-medical sciences than in any other field of science. This fact supports the argument that feminization on the lower ladders really should be leading into increasing numbers of women at the higher levels of the hierarchy in the long term. However, actually, low status of science in the Lithuanian society in general, proletarization and deprofessionalization of medicine, women’s traditional anchoring in the family, etc. denotes, that women remain “winners among losers”; individualization appears to be a feature of modern male physician-researchers in Lithuania, but hardly characterize the situation of their female peers.

Dr. Angelika Paseka (State College of Education in Vienna and University of Linz, Austria)

Political will is not enough: results from the evaluation of a pilot scheme to implement “gender mainstreaming” (Track C)

The EU-strategy “gender mainstreaming” is the expression of the political will to translate equality into social practice. All European governments are thus obliged to initiate appropriate projects. In Austria, the Federal Ministry for Education, Science and Culture chose the teacher training colleges as a target group for a pilot scheme (2002-2004). 25 colleges were involved.

The implementation process of gender mainstreaming was documented and evaluated by external evaluators (on-going evaluation, final evaluation), using questionnaires, analysing the official reports and interviewing the project leader. Some of the results have been already published. This statement highlights the conditions and assumptions under which the pilot scheme took place. The organisations and their structure as a framework for equality activities are critically analysed, as is the implementation process.

The result: implementing gender mainstreaming requires preparation in advance, especially in terms of creating a supporting structure within the organisation. This allows negotiation, dealing with resistance, establishing objectives and carrying them out in a collaborative process, and learning from the results (in the sense of single-loop, double-loop and deutero learning). In the case of the pilot scheme, such a supporting structure was not created. The effect: although lots of activities took place,
mainly thanks to the individual efforts of the “gender mainstreaming representatives”, no structural changes took place.

Prof. Dr. Rosalind Pritchard (University of Ulster, UK)

**Academic women in the United Kingdom and Germany** (Track A)

Women are under-represented in professorial grades within higher education, senior management and the highest echelons of administration. The purpose of the present paper is to study the United Kingdom (UK) and Germany (FRG) with the following intentions:

- to compare facts and figures relating to the position of academic women
- to consider the reasons for these trends, and relate them to concepts of equality and gender justice.

The present study makes use of social mechanisms and of the knowledge base of academic disciplines to explain differences thrown up by existing data sets from international sources.

**The Present Study.** Figures were gathered from existing available sources on academic pay, pay, promotion, numerical representation and tenure of employment. The proportion of female university graduates is 10% higher in the UK than in Germany, and there are more women professors in the UK. The average female academic will earn 4-5 years less salary than the average male colleague for the same number of hours worked.

Possible Reasons for Gender Inequality:

- Gender-related ways of ‘knowing’ exist.
- Men make the rules and feminists challenge them.
- Men tend to occupy the high status and women the low status subject areas.
- Women are subject to the ‘curse’ of caring.
- The patronage system for sponsored mobility within the HE system operates to the disadvantage of women especially in Germany, and the career structure is to blame for much suffering and especially for female underachievement.

Begona Sanchez/Gomez Araceli/Isasa Ione, Del Rio Guadalupe (Labein-Tecnalia, Bilbao, Spain)

**Woman in construction research** (Track B)

A transition to a both gender-balanced and sensitive organisation is needed to foster gender integration into research, innovation and business, especially in areas where women are under-represented, and face difficulties breaking through the glass ceiling in research hierarchies. The EU is committed to promote equal opportunities and is taking actions for making this policy fully effective. The WIR initiative has been seeking to correct this imbalance so that EU industry can come to appreciate the merits of a more gender-equal approach to R&D. There is a need for more statistics, for monitoring, for scoreboards and for benchmarking the position of women in industrial research. One of the European industry sectors in terms of economic growth and employment is Construction. Very little is known on the role of women in construction research and the factors that are hindering a more equal presence of women and men, whilst awareness on the need to attract, retain and promote women researchers seems less widespread among the main stakeholders in the construction sector than in other industrial sectors. The scarce presence of women in construction research is hardly seen as a major concern. WOMEN-CORE project is co-founded by the European Commission’s DG Research and intends to answer this specific background. The consortium includes 6 partners: LABEIN-ES, CIREM-ES, CEWS-DE, CIFS-DK, CVUT-CZ, Loughborough Univ.-UK. Valuable in-depth project results will be showed in the article with the final aim of contributing to encourage, empower and foster women in construction research sector.

The methodology includes the following steps: Analysis of quantitative and qualitative sources of information to define and assess the availability and accuracy of existing data related to Women in Construction Research; Exploitation of existing sources of information related to Women in Construction Research; Exploitation of new sources of information related to Women in Construction Research; Provision of driving forces, new opportunities and recommendations to empower Women in
Jeanette van der Sanden (Utrecht University, the Netherlands)

Women's studies graduates and the use of their knowledge in employment (Gender Studies and Beyond)

My contribution in the panel discussion will deal with how graduates in Women's Studies are able to transmit and use their knowledge to the labour market. My focus will be on the situation in the Netherlands, with a European comparison.

The main questions to be answered is whether and how the body of knowledge produced in Women's Studies finds an application in civil society, the business sector and policymaking. In my contribution I will link these questions to debates about the 'knowledge society' as well as the professional identity of Women's Studies graduates.

Interviews with Women's Studies graduates who are working as professionals in society are analysed to show how Women's Studies knowledge is received and used in society. This material allows me to point out the socio-economic, cultural and political factors that Women's Studies graduates experience as either hindering or enhancing the integration of academic knowledge about sex and gender in professional settings. It also gives insight in the strategies that Women's Studies graduates make use of to overcome obstacles and get their knowledge and competences accepted and integrated.

With methods from the sociology of knowledge and taking into account the interrelations between the academy and society, my research provides insight in the interests and practices in- and outside university that impact on the application of Women's Studies knowledge.

Nicole Schaffer/Ingrid Schacherl (Institute of Technology and Regional Policy, Joanneum Research, Vienna, Austria)

Gender & excellence: definitions, bias, and strategies in academic recruitment (Track A)

Recent findings have shown that excellence, still considered as neutral indicator for scientific quality by the majority of scientific communities and research politics, is open to definition and consequently to bias in various ways. Therefore, the Austrian Federal Ministry of Science and Research commissioned an explorative survey on measuring and assessing scientific excellence in project funding and academic careers. This article presents partial results of the survey in the higher education system in Austria. Based on a critical status-quo analysis of the debates on scientific excellence in research policy and academia in Austria, this report aims at a more profound understanding of the discourse and its implications on development plans and recruiting processes at universities. Investigating the cultural conditions of knowledge production and ‘meritocratic’ assessments of scientific quality, the first part of the paper explores the characteristics of a dominant conception of scientific excellence that prevents the promotion of social diversity and gender mainstreaming processes in scientific fields. The second part of the paper deals with practical challenges for the new Austrian university system to enforce gender equality. The Austrian universities have changed in 2002 by legislation, the reform organises the universities as legal entities independent of the Federal Government. The new autonomy of Austrian universities offers possibilities to improve the gender and diversity management in the organisation. In our study we looked at new instruments that were created in this process, such as ‘Gender Impact Assessment’ or ‘Gender Proofing’ in recruiting procedures. The results will show a first overview of good practices, but also barriers in the implementation process.
E-Mentoring as a method to strengthen the participation rate of females in STEM (Track C)

The participation rate of women in STEM (science, technology, engineering, and mathematics) vocational fields and study courses in Germany is tremendously low. This has negative effects for the society, which looses high potential of capability resources as well as for the women themselves, who less often fill secure, less endangered of unemployment and higher endowed positions. Different studies show, that girls start loosing interest in STEM at about the age eleven (Kerr 2004; Zorman & David 2000). Two possible reasons for this are the lack of information about STEM and the absence of suitable role models. With our e-mentoring program CyberMentor we address both those concerns directly. Female high school students (aged 11 to 19) participate in a year-long structured mentoring program conducted via email. Each mentee is paired with a female mentor who works in the field of STEM. They exchange about STEM, school, college, work and personal topics. That way, the mentees get information about STEM and furthermore have role models to compare with.

So far we have organized to seasons with more than 300 mentoring couples. To evaluate our web-based mentoring concept, we asked mentors and mentees to participate in a voluntary web-based survey. In the presentation, the e-mentoring program will be described more detailed and experiences we have made will be discussed. Further will results of our evaluation be presented.


Women’s discrimination in higher education: coping strategies and mental health (Track B)

Not standing that the Mexican federal government has established gender equality as a constitutional law, in reality educational institutions do not offer this ideal scenario of equality and equity. In the economic arena persist the wage differences between male and female scientists and the reduced mobility possibilities of women within their academic organizations. In the political-administrative level, female scientists are widely excluded from the decision-making process and despite their academic contribution to science and teaching seldom receive social, academic and political recognition from their institutions. In the symbolic field, women scientists have lower prestige than their male colleagues given the contempt and disrespect received from university administrators, students and colleagues. Lastly, women scientists have weak networks within Mexican universities wherefore their alliances, which are created in order to improve their situation, are few in number, instable and relatively powerless. These circumstances contribute to the maintenance of an aggressive working environment which structures scientific activity in everyday institutional context. The present research analyzes, on the one hand, the way how these practices of discrimination evolve in the everyday activities of women scientists and explores coping strategies and mental and physical health consequences for these women.

The study is based on in-depth interviews with two groups of female professors in public universities: on the one side there are scientists with a strong scientific production and with national and international acknowledgement. This group survives by intensifying its academic production despite all institutional obstacles. The other group is formed by women who just recently have started their scientific career (despite that many of them have a long teaching trajectory) and possess a lower cultural and social capital wherefore they are more vulnerable to the hostilities from their environment. These women develop more submissive attitudes toward their environment, express more pessimistic discourses with regard to their personal development perspectives and tend to reduce their personal engagement within research. Nevertheless, both groups suffer of considerable stress levels which compromise their mental and physical health.
Christa Sonderegger (Ressort Chancengleichheit, Universität Basel, Switzerland)

How to measure gender equality in the Bologna reforms – the Swiss system of indicators
(Track D)

The Bologna Reforms aim at a higher education system of easily readable and comparable degrees based on a system with two main cycles, which is able to promote mobility, assure a high quality and further the European dimensions. In the reform process the ministerial meeting at Berlin in 2003 is crucial for the question of gender equality, since it declares the goal of reducing social and gender inequalities in higher education at national and at European level. Switzerland reacted promptly by setting up a working group for equal opportunity aspects of the Bologna Reform in 2004. This group defined two types of indicators: a) indicators concerning the implementation focusing on the consideration of specific equal opportunity measures and recommendations during the implementations of the reforms and b) indicators concerning the results aiming at measuring the reforms influence on the equal opportunity for women and men, the entrance to doctoral programs and access to the labour market. It furthermore compiled a checklist for the use by universities including measures to guarantee the consideration of the equal opportunity goals. The indicators focus on a structural approach rather than on a reflection of the content of study programs. They are broadly based on available data or recommend the collection of new data easily available after the introduction of the European Credit Transfer System. The indicators therefore are highly transferable to other universities or higher education systems. First results of its implementation in Switzerland can be presented at the Conference.

Sabiha Sultana (Quaid-i-Azam University, Pakistan)

Analysis of work-life balance at universities: perspective of gender equality (Work-Life-Balance)

Present research is carried out to study the existing policies for teachers at universities of Pakistan and the potential demand for family friendly policies to achieve a balance in their personal and professional life. During the study, it was noticed that presently such policies are not being practiced therefore, employees feel stressed due to non flexible working conditions that negatively influence their performance.

Ten universities were selected from both Public and Private sector for taking sample of the study. Sample consisted of 200 representative teachers (100 from Public sector & 100 from Private sector) from selected universities. The research was conducted in several phases: during the first phase, manual of policies and procedures was taken from universities to get insight in to the existing policies. In the second phase, work-life balance questionnaire was adapted, which was originally developed by the Centre for Diversity Policy Research, Oxford Brookes University, Oxford, UK. In the third phase, a pilot study was conducted on 15 teachers to get their comments on the content and format of questions. After having satisfactory feed back the questionnaire was administered on a large sample to collect information. Questionnaire consisted of 7 sections; Respondent’s profile, General views on work-life balance, Flexible working arrangements, Potential demand for flexible work, Special leave arrangements, Employee support, and Concluding remarks. Total number of questions was 22.

Major findings of the study indicate that teachers are less satisfied with their jobs due to inflexible work policies. More over, 94% respondents agreed to have a balance in their paid work and personal life as they think people have different needs at different stages of their life and they need to vary their working patterns in order to balance paid employment and personal life. 90% agreed that work-life balance enhances employees’ performance. Women strongly agreed to have family friendly policies because in present work circumstances, women especially feel marginalized and over burdened due to the competing requirements of their personal and professional life. Present research will be a significant contributor in adopting healthy work conditions in higher education sector of Pakistan.
Dr. Li-Ling Tsai (Graduate Institute of Gender Education, National Kaohsiung Normal University, Taiwan)

Preparing future physicists in a gendered culture: the process of o/Othering (Track B)

This paper uses cultural theories to analyze a particular culture developed and preserved in preparing future physicists in physics departments in Taiwan. Cultural theorists explain how stereotyping plays an important role in constructing “otherness” (e.g., Hall, 1997). Stereotyping contrasts and highlights differences to divide the ordinary from the extraordinary, the standard from the exceptional; and it serves to maintain clear-cut, fixed boundaries of accentuated types to preserve and perpetuate normalcy. In this paper, I show how the concept of “exceptional women” in the discourse of physics partakes of two o/Othering processes. The first process shows how stereotyping of “ordinary” women and “normal” physicists is used to create the Othered position of “women in physics”. The second process shows how such stereotyping is used to distinguish themselves from “other women.” I identify four aspects with which w/Women’s image and position in physics are o/Othered. These four aspects include femininity, motherhood, sexuality, and attire. I also identify two key cultural logics in physics that trigger the o/Othering processes and preserve the gender power structure of physics: the Male normalcy and the ultimate cognitive superiority of physics. Such o/Othering processes have maintained the social and symbolic power structure in physics departments and in the conceptualization of physics. This paper demonstrates that the persistent question of gender and science is never a simple question about sheer numbers. It is about representations, discourses, meanings, identity struggles and power struggles.

This research started from my 15 years of personal herstory as a woman in physics in Taiwan. In depth interviews and participatory observations took place in a prestigious physics department, and with a women’s group in physics in Taiwan during a period of seven months from 2001 to 2002 and a follow-up of my collaborative relationship with this group from 2004 to 2006. Interviewees consist of 26 women and 4 men; most of them are faculty members and some are graduate students. Data consists of interview tapes, written interview notes, email communications, and meeting minutes.

Jenny Vainio (University of Helsinki, Finland)

Doing gender in physics (Track B)

Physics is one of the academic fields where women are underrepresented throughout Europe – the higher one gets in the academic hierarchy, the fewer women one is likely to meet. Interestingly enough, this gender imbalance is most visible in Northern and Western European countries. UPGEM (www.upgem.dk) is a multinational research project that aims at shedding light on the complex cultural and historical processes behind the academic gender gap in physics in different European countries. Based on interview material gathered as a part of UPGEM-project, this presentation aims at identifying and understanding cultural, structural and social features behind the gendered patterns in Finnish university physicists’ careers.

In my presentation, I take my point of departure in feminist organizational studies ‘doing gender’-approach (e.g. West & Zimmermann, Acker). Accordingly, I understand gender as produced in structural and social processes that take place in organizations, for instance in physics institutes. Gender is thus not solely biological category but is done by women and men within the structure of the work and opportunities available. When analyzing the narratives of female and male physicists I aim at making sense of the overt and subtle ways in which gender differences become materialized in terms of individual professional scenarios and career advancement. I consider the various levels of the division of labour, use of symbols, gendered interaction and intrapersonal processes that may shape physicists’ career paths and contribute to the fact that so few females embark on an academic career and even fewer of them reach the top academic posts in physics. The presentation is based on a qualitative data, that is, in-depth interviews with 36 Finnish physicists from different fields of physics, both present and former university staff.
Gender and excellence in the Netherlands: role of quantitative aspects in the assessment of scientific quality (Track A)

A study on gender and excellence at the Dutch Organization for Scientific Research (NWO) focused on the assessment procedures in the Innovation Research Incentives Scheme (Veniwingsimpuls), 2002-2006. This scheme gives creative and talented researchers the opportunity to conduct their own research and so gain entry to or promotion within academic institutions in the Netherlands. The scheme is directed at individual researchers at various stages of their careers. It includes three forms of grant: Veni (for researchers who have recently completed their doctorates), Vidi (for experienced researchers) and Vici (for researchers of professorial quality).

Aim of the study was to analyze whether certain quantitative aspects – related to the CV of the candidate – are of influence in the assessment of the quality of research proposals. The study focused specifically on the number of man-years of research, the number of publications, academic position and experience abroad. NWO was interested whether women (and men) that have less research experience because of a career break due to care tasks have the same opportunity to receive a grant as researchers that do not have a break in their career. The main question was whether researchers that have had more time for research - and as a result of that had more time to publish - a better chance of receiving funding for their proposal? And if so, does this have different consequences for men and women?

Information from 440 individual dossiers was statistically analyzed. To get a good understanding of the assessment procedure, we conducted several interviews and we sat in on some of the interviews with Vici-candidates, as well as on a few commission meetings. Four disciplines took part in the study: Chemistry, Natural Sciences, Humanities and Social Sciences. The study was conducted between October 2006 and March 2007.

The introduction of the BA/MA structure and new accreditation procedures in the Netherlands and the (possible) consequences for both female students and staff, as well as for gender studies (Track D)¹

The Dutch ministry was eager to introduce and implement the BA/MA structure quickly. Instead of using the new structure to take a close and critical look at existing programs, the result is that programmes within traditional disciplines were the ones that were best able to set up a MA. During the whole process gender has never been an issue in the discussion and implementation.

There are four main requirements for accreditation: a certain amount of students, a distinguished profile, focus on labour market opportunities and the programme should be internationally attractive. Gender aspects are not visible in the criteria for accreditation (and no women are involved in the NVAO).

Specific in the Netherlands is the distinction that was made between one-year professional MA’s and two-year research MA’s. The latter are functioning as the introduction for PhD-trajectories. This is reason for concern, since competition for these MA-programmes is strong and this might influence gender relation at PhD - and later at staff - level.

The BA/MA structure made it possible for Women’s Studies to get at least partially an autonomous and official status, by getting recognition as a MA program. The provisional outcome is that one unit (Utrecht University) found its MA program certified. This is the same unit that also developed the two-year MA, which has been certified as well.

This presentation is part of a project in which developments in the Netherlands and in Spain are compared, monitored and experiences are exchanged. It is still in progress.

¹ Initially, this paper was meant to be given by Mineke Bosch who unfortunately is unable to attend the conference
Blocks and hurdles, chutes and slides. women engineers in the automotive industry (Track B)

„Engineer your Future – Women shaping Technology“, a one-year research project financed under the Future Funds Programme of the Provincial Government of Styria, Austria, was carried out in 2004-2005 in close co-operation with one of the leading companies of the Styrian Automobile Cluster. The aim was to develop recommendations and to define first steps towards a more gender-balanced engineering workforce, and thus to increase the number of women engineers in highly qualified jobs.

Qualitative and quantitative methods were applied to define the status quo. Focus groups, two with female engineers and one with male engineers in management positions, were held within the company. The perceptions and expectations of female graduates from Styrian engineering degree courses were investigated through an online questionnaire. Good practice analysis of companies in the automobile industry was used for benchmarking. The analysis of the website and documents (company newsletter, magazine, and job advertisements) provided a further basis for interpretations and suggestions.

The masculine image of the industry branch of car manufacturing in general, and the company in particular, seems to be a major deterrent for women. This perception correlates strongly with a gendered practice of actual engineering work which turns everyday lives of women engineers into an ongoing hurdle run with unfair conditions. Among the experienced phenomena were many that are well documented in a variety of international research projects, not only in the automotive sector, like: presenteeism, availability cult, glass ceiling or sticky floor, glass elevator. Higher social skills are expected from women. Often they are the only woman in a male team, serving a “social lubricant” function. In meetings they experience being “invisible” or “inaudible” or they are “mistaken” as “the secretary”, expected to make coffee and hand out notepads. They have their engineering competencies constantly questioned and are frozen into a status of “beginners forever”. They have to perform better than their male colleagues to get recognition and at the same time their male colleagues are pushed into careers.

Regina Weber/Nina Gustafson Åberg (The national Unions of Students in Europe (ESIB), Belgium)

The impact of the Bologna process on the gender equality work of student unions (Track D)

The Bologna Process has brought big changes to the educational systems in Europe. Changing curricula, new structures and teaching methods are highly discussed regarding their impact on education, employability and the society. These changes will also have impacts on gender equality and equity among students. The importance of gender equality was mentioned in the Berlin communiqué 2003 and therewith started to play a role in discussing Higher Education. First analyses show that the female participation within all three cycles is highly influenced by new barriers and deeply connected with the access issue in general. The main goals of the Bologna Process – transparency, an overall system of Quality Assurance and the social dimension – also have a great impact on equality in the EHEA. Nevertheless, Gender Equality is a very new aspect of higher education reforms in most of the European countries. This is coming along with a big lack of data and specific research as well as experiences and makes it even harder to tackle the question of improving the current situation.

The growing importance of gender equality in Higher Education has an impact on the work of student unions. Students are a crucial part of the Bologna Process and the key to a more just educational system. The European Student organization ESIB was the first one who gave notice in an official report on possible gender inequalities in the three-cycle structure. Gender equality has become an important issue for the national student unions in Europe. They have projects on different issues connected to gender inequalities, within their own organizations, within the Higher Education institutions and within the society. This research focused on four National Student Unions and their work in the field of gender equality and higher education reforms. The unions come from different parts of...
Europe and face different realities in their higher education system. The country cases come from Austria, Finland, United Kingdom and Serbia. Beside that, the research includes a broad overview about the national student unions’ opinion on the gender situation in their country. The survey on gender equality in the countries was done by the Gender Equality Committee of ESIB in 2006/07.

Widmer, Maya (Swiss National Science Foundation, Bern, Switzerland)

**Cooling out? Gender and research in Switzerland** (Track A)

Like other institutions that promote research, the Swiss National Science Foundation (SNSF) is finding that there are too few women applying for research funds. Although the rate of success for women in the application pools has for some years been equivalent to that of men, the number of female applicants remains consistently small, despite the fact that the SNSF has adopted various provisions to ensure gender equality. Nonetheless, successful funding applications for research and personnel support are an important part of the academic career trajectory. In recent years numerous studies have focused on this uneven gender distribution in the academic competition for research funds. The results of a pilot study to determine the cause of the low number of women participants suggest that the problem arises less at the peer review stage than in the earlier application phase. For the SNSF the question is whether the small pool of female applicants reflects existing university structures or whether it is due to the particular mechanisms and politics of research advancement. In order to optimise its gender equality measures the SNSF has launched a study which aims to use qualitative as well as quantitative techniques to investigate the scientific basis of the problem. The study, begun in October 2006, has two aims: 1) to quantify the gender-specific decrease in numbers that accompanies academic advancement (the leaky pipeline effect), including an analysis of its academic and non-academic factors, and 2) to describe the career trajectories of next-generation academics. In addition, the role of the politics of research support in the SNSF is of particular interest to the study. This paper will present the project design as well as the first set of preliminary results. The study, which extends to mid-2008, is being carried out by a working group consisting of Regula J. Leemann of the Pedagogical University of Zurich (PHZH), Heidi Stutz of the Office of Labour and Sociopolitical Studies (BASS), and Sabine Schmidlin of the Federal Office of Statistics (BFS).

Dr. Kate White (Centre for Women’s Studies and Gender Research, Monash University, Australia)/Prof. Dr. Barbara Bagilhole (Faculty of Social Science and Humanities, Loughborough University, UK)

**Moving the goal posts: recruitment processes for HE leadership in the UK and Australia** (Track A)

Women are under-represented in leadership in higher education in the UK and Australia despite the long term existence of national equal employment opportunity and affirmative action frameworks. This has led to continuing discrimination against women, including senior women, and to both their unwillingness to consider applying for and inability to be appointed to senior management positions.

Discrimination commences well before women apply for senior positions. It is clear at all levels in academic promotion where they experience lack of transparency and a disjuncture between formal and informal processes. Barriers to promotion instil in many academic women a sense that senior positions are too elusive and even illusory, and they decide not to seek promotion to full professor or apply for senior management positions.

The paper reports on research seeking to gain an understanding of the skills required for effective university management. This involved open-ended, qualitative interviews with a sample of male and female Vice-Chancellors, recently retired Vice-Chancellors, senior managers and firms engaged to recruit senior managers. Two questions focused on recruitment and selection processes for senior management. The first asked about their experience of being appointed – or not appointed – to senior management. The second asked them to discuss their experience of chairing selection panels for senior appointments or acting as a recruitment consultant in the process.
The research found that women experienced aggression and discriminatory behaviour from selection panels. Some were head-hunted, but ultimately considered they were not considered serious candidates. Both men and women reported similar experiences of chairing panels, although women were more empathetic with female candidates. A common theme for the women interviewed was changing the goal posts during the process. Moreover, women with little career mobility found the selection process difficult.

The paper argues that universities need to implement a range of strategies both to increase the recruitment pool of women for senior management and facilitate their appointment to senior positions.

Dr. Jane Wilkinson (School of Education, Charles Sturt University, Wagga Wagga, Australia)

Keeping your eye on the prize: gender equality programs in enterprise universities (Track C)

An enterprise model of management for Australian university leadership has opened up new possibilities for some women academics while simultaneously reasserting old gender hierarchies. Australian women academics are now increasingly concentrated in the lowest paid and most casualised areas of academia. Yet, at the most senior level, the number of women has reached record numbers. Gender equality programmes remain a fixture of Australian universities, though often now operating under the guise of increasingly depoliticised, diversity policies.

This paper explores the relationship between more general changes to Australian university management and their implications for gender equality programmes in Australian higher education. In particular, it examines the material impact of such changes through a series of interviews with senior women leaders from a diversity of class and ethnic origins, located in a variety of Australian universities. It argues that greater understanding of the significant ways in which differences between groups of women based upon their ethnic and class origins are played out in a variety of institutional contexts in higher education, is a key strategy in both the implementation and evaluation of the ongoing effectiveness of gender equality programmes in enterprise universities.

As primary method, a series of case studies, utilising Pierre Bourdieu's 'thinking tools' of habitus, field, symbolic violence and capital were used to analyse the data.

Dr. Katharina Willems (University of Hamburg, Germany)

Physics: does gender really matter? Looking beyond the social construction of a discipline (Track B)

Disciplines seem to be highly gendered – at least in German contexts in the way which assigns the “hard” natural sciences as a male domain and the “soft” natural sciences as a female domain. With this observation two fields are linked: gender and disciplinary fields. But: do we know what characterizes a discipline as physics as a specific cultural field? And do we have information about which disciplinary characteristics activate or prevent gendering-mechanisms? So: how are doing discipline and doing gender interwoven?

This ethnographical longitudinal research presents results from multidimensional analysis of physics in school. The results of the research done in a grammar school can be adopted well for higher education: as in Germany there is a lack of disciplinary research in school all framework for the research is based on higher education context.

A multidimensional view on habitus and field aspects of physics as it has been designed in the study opens up the view on disciplinary profile which expresses a specific illusion of exclusiveness, borderline to other disciplines and mainly inclusion and exclusion within the own disciplinary sphere. This mechanisms so far do not express gendering effects – so where do they come from? The illusion of physics causes a gendered field only by linking disciplinary profile and generally gendered inscriptions. This processes of “symbolical violence” (Pierre Bourdieu) will be uncovered in the presentation and gender de-dramatizing concepts will be presented as a way of degendering physics.
Looking for best practices (Track C)

The Netherlands is, and has been for years, a country with a very low percentage of female full professors (10% in 2005) and associate professors (16%). Many universities are aware of the problem and have installed some programmes or policies to improve the percentages of women in the higher academic ranks. This study will, for the first time in the Netherlands, make an inventory and evaluation of these measures.

First, a review of the literature on women in higher education is made, resulting in an overview of possible causes, and of possible measures to attack these causes. Based on this overview, a framework is developed that guides the data collection and interpretation in the other stages of the study.

Next, an inventory is made of all the measures to improve women’s participation in academic positions that have been taken in Dutch universities during the last years. The quantitative effectiveness of these measures (i.e., did they lead to more women in higher positions) will be measured. Their appreciation, in terms of perceived effectiveness and fairness, by administrators, members of the target group (i.e., women in universities) as well as their male colleagues, will also be assessed.

The goal of the study is to present two types of results:

• an overview of best practices, i.e., of interventions and policies that are both effective and are considered acceptable and fair by administrators, and male and female academics;
• a contextual analysis of which type of policies or interventions are most effective in certain contexts (e.g., medical school, faculty of arts, technical university).

Women dropouts in engineering studies: identity formation and learning culture as gendered barriers for persistence? (Track B)

During the last decades lots of studies have investigated exclusion of women on the stage of access into engineering studies. However, the analysis of women dropouts in engineering education remains almost as an under-investigated research field in Europe. Most studies about dropout at universities do not consider the situation in engineering studies – especially through a gender lens. But more than the half of women leave this field during their studies. With episodic interviews and the repertory grid technique we expect to gain withdrawers’ personal constructs of explanations, rather than normative knowledge of the reasons for dropping out. Our findings refer to the need to have a closer look at the ambiguity of the learning culture in engineering studies (e.g. ‘learning to understand’ vs. ‘learning to come through’). Furthermore, studies point out that the development of a positive engineering identity is crucial to persistence. Negative experiences with the learning culture have influence on the process of identity formation. Our interviews also indicate that identity formation is related to the intention to start an engineering study and to become an engineer. Anyway, identity formation in engineering is a complex social process that might be not gender neutral. Thus with regard to our interview material, we’d like to discuss the assumption that mismatches between students’ intention to study engineering studies and their experiences with a discouraging learning culture in engineering studies are crucial for a failed identity formation and reasons for female dropouts.
Natural selection versus arranged sponsorship. Scientific productivity in the liberal arts and the natural sciences (Track B)

This study assesses the universalism versus particularism debate in the context of student publication productivity during doctoral studies. It uses a sample of 660 doctoral candidates in two of Israel's elite universities to test different pre-academic and academic predictors of publication productivity. In general, the results suggest that some background factors play a role in affecting scientific productivity in the liberal arts, while others are more relevant in the natural sciences. However, academic characteristics have significant effects on early scientific productivity in both disciplines, but mostly in the natural sciences, explaining both productivity and gender differences in productivity. The decisive factors that account for productivity are field of study and advisor practices, with mentors being less favorable toward women. Generally, students in the liberal arts tend to author their own papers and experience a lonesome natural selection process through graduate school. In contrast, students in the natural sciences tend to publish with their advisors, reflecting effective sponsorship practices that characterize laboratory work. The study suggests that the universalism-particularism debate should be contextualized within the specific disciplines of the liberal arts and the natural sciences.

Gender and attitudes to enterprise: survey of the UK doctorate students in science, engineering and technology (Track B)

Increasing the number of Science, Engineering, and Technology (SET) graduates with interest and skill in enterprise is high on the UK government’s agenda. There are few women-led SET enterprises and little research devoted to this area. We report on a study of the differences and similarities in female and male students’ career aspirations, attitudes to enterprise, and experiences/opinions regarding setting up a business. A questionnaire was sent to all PhD students in the male-dominated SET disciplines in Yorkshire and Humber region of the UK, with 345 returns. The results show that all respondents had a preference for work in academia, but men were also more likely to indicate a preference for work in industry, while women for work in public sector. Gender differences were further pronounced in students’ attitudes and knowledge of enterprise. For example, women provided more potential advantages of owning a business than men, however, they also reported having less business training and/or experience, being less aware of entrepreneurial possibilities, less likely to believe that their business ideas could have a commercial potential, or to discuss enterprise with their supervisor. The results indicate a lack of information and lack of encouragement by academic staff to female students’ potential progression from PhD study into enterprise. This paper concludes that gender does appear to impact on students’ attitudes to enterprise and provides a series of guidelines for HE practitioners to improve female participation in SET enterprise. The results were used to set up a regional support network for female graduates with interest in enterprise.
Kaliopi Abatzi/Lydia Vaiou MPhil (University of Athens, Greece)

Gender and Academic Career at the University of Athens (Track A)

In this paper we will present the results of two studies that investigated issues related to the gender segregation of the academic staff at the National and Kapodistrian University of Athens. The studies are funded by the European Social Fund and National Resources (EPEAEK II) PYTHAGORAS II.

First, we will present the results of our quantitative survey regarding gender distribution of the academic staff at the University of Athens. The University of Athens is the oldest university in Greece, with 65 active departments distributed within 5 Schools, and with an academic staff of 2041 men and women.

The results yielded interesting facts pertaining to the vertical and horizontal gender segregation in the academic staff. The departments are distinguished to female dominated and male dominated; women hold very few higher administrative and power positions, and the higher the professorial rank, the lower the ratio of women.

Second, we will discuss our findings concerning the discourse elaborated during interviews with women academics at the highest positions at the UoA. This discourse shows that women reproduce the gender neutral rhetoric of the institution and restrictions and dilemmas that follow this rhetoric. We will focus on 2 questions: How is scientific excellence defined and on who has the normative power in this discourse? (Career patterns, and the processes of inclusion and exclusion in recruitment processes)

Prof. Dr. Nesrine El Baghdady/ Prof. Dr. S.T. El Sheltawy (The National Center for Social and Criminological Research, Cairo, Egypt)

Egyptian Women Education Participation Analysis (Track C)

Since the beginning of the 20th century, Egyptian woman was only considered as a source of children and housekeeping agency. From approximately 60 years ago, Egyptian laws have assured the equalization of man and woman in rights and duties to support woman role in society development and sustainable improvement in performance, education and economic standards of female as previously achieved for man performance. Recently, development depends strongly on woman participation and her involvement has reached the highest graduation degrees. The percentage of females exceeded 60% in some faculties and reached 45% in practical faculties.

This study involved an assessment of the potential of woman participation as a catalyst of social development. The assessment was based on monitoring the percentage of females as staff members and students in Governmental Egyptian Universities (GEU) as well as practical colleges in both Delta and Upper regions, measuring the various gender distributions involving the practical performance and sampling and analyzing the female participation in different educating stages.

A comparative study was performed using different methodological techniques and results were analyzed using statistical analysis based on recent national published reports.

Elke van den Brandt (Vrije Universiteit Brussel and Network of Excellence on Micro-Optics, Belgium)

Ambition without future. An international and intersectorial comparison of the obstacles and incentives in the scientific careers of men and women. (Track B)

Although the under representation of women in science seems to be a universal phenomenon, remarkable differences exist between countries and between sectors of employment. In this paper, we try to understand the relation between the national/regional culture and the position of women in
science and we look at the impact of different organizational structures and types. To compare the situation in these different contexts, we limit the target group to a single, well defined field: micro-optics. The study consists of 2 surveys, focus groups, individual in-depth interviews and observations. This paper presents the results of the two surveys. The first version was sent to limited and carefully selected target group, in order to test the survey. 245 scientists participated (67%). The second version was sent to a broader audience. Currently 1354 responses were collected (September 2006; the deadline for participating is December 2006). Both surveys addressed 8 themes: current position, career history, daily work activities, job satisfaction, future ambitions, work values, perceived discrimination and personal life. Preliminary results show that both sexes want to prolong their scientific careers, but that women are significantly more ambitious than men. Although family responsibilities pose supplementary challenges to women, they do not perceive this as the most important obstacle. Female researchers are less satisfied about several aspect of their job, they perceive more discrimination and have less confidence in the fairness of selection and promotion procedures.

Lyn Browning (University of South Australia, Australia)

Balancing work and life: how being a family friendly university makes good sense
(Work-Life-Balance)

Universities operate in an environment which provides significant challenges and now, more than ever, organisations need to utilise a workforce reflective of the diversity of the general population. The University of South Australia has developed significant policies, practices, and initiatives to attract and retain high quality staff. The range of initiatives includes flexible working arrangements, generous leave conditions, pre-natal and post-natal entitlements, substantial paid maternity leave, phased in return to work opportunities, partner leave, extra recreation leave and cultural leave, health services and facilities, and professional development opportunities.

UniSA has been publicly recognised for its commitment to enabling employees balance work commitments with the numerous demands of life. The University won the inaugural Public Sector Gold Award in the 2005 National Work and Family Awards and has received successive conferrals of the Equal Opportunity for Women in the Workplace Employer of Choice for Women Award in 2003, 2004, and 2005. As a direct result of these awards UniSA has become a more attractive employer and a model of best practice for others in a challenging and competitive tertiary environment, while also improving the institution's overall performance.

This paper outlines how UniSA identified and responded to the work-life issues of employees, the range of family-friendly policies and initiatives which are in place, and the positive impact on the workplace, the performance of the business, and employees.

Hanna David (The College of Sakhnin, Israel)

High Ability Females in Science: The Israeli Case (Track A)

The increasing participation rate of highly able females in the Israeli world of science has been a direct result of the changes girls and adolescent females have gone through. Breaking many of the ceilings – especially in the world of biology-related subjects, has made a change in the economic situation of talented females followed by their reaching high positions both in the academia and industry. In the last two decades Israeli women have climbed through the following stages:

1. Israeli high ability girls have achieved highly in science at all educational levels.
2. The number of girls learning high level mathematics in high school has already outnumbered that of boys; more girls than boys learn biology and chemistry at the highest possible level, more of them pass the matriculation examinations and more excel in them.
3. There is already a female majority in many scientific areas at the university level, without any decline at the graduate level. The rate of girls and young women participation in each scientific area varies, with a maximal rate in life sciences and minimal – in physics.

The two main reasons for this phenomenon, taking place in spite of a highly traditional society, are:
1. Israeli society encourages a high birth-rate and helps young females raising their families both in the close circle and in the larger domain,

2. The large immigration from the ex-USSR, mostly of highly educated men and women, which added about 20% to the Israeli population, has changed the Israeli older concept of male versus female professions.

Gina Gaio Santos/Carlos Cabral-Cardoso (School of Economics and Management, University of Minho, Portugal)

Women’s Careers in Portuguese Academia: Organisational and Family Barriers (Track C)

Significant inequalities can still be detected between men and women in most work organisations, and universities are no exception. This paper examines gender and career prospects of women in the particular context of Portuguese academia. In order to understand why academic work remains a gendered occupation, particular attention is paid to the role of professional relationships, informal networks and the work-family interface. The nature and goals of the study recommended the use of in-depth interviews and a qualitative research methodology. Overall, thirty-two interviews with academics (fifteen men and seventeen women) were conducted.

Some organisational barriers to women’s career advancement were identified. When asked about their relationship with colleagues, several women expressed feelings of emotional distance from peers, and the inclination, particularly among those at the lower ranks, to relate more to individuals of the same sex and rank, that is to say, of “similar others”. The feelings of isolation and lack of collaboration reported by some women, but not by men, indicate that men fit more easily in the organisational culture and thus have better access to support and information networks.

The findings also show that women feel less comfortable with the research work and the competitive forces on which career advancement appears to be based. More women professors, as opposed to men, expressed concern about the current trend to undervalue teaching activities and criticised the fact that career progression and work performance tends to be determined by a single narrow criterion – the publications record. Some interviewees underlined the systematic devaluation of women’s competencies and the persistence of patriarchal practices that confine women to a subordinate position and reinforce the image of the incompetent women.

When asked about the relationship between work and family, both women and men revealed they have experienced some type of work-family interference, though situations of work-family conflict were more frequent in the case of women. The preservation of traditional gender roles in the family, and the importance of family and maternity in women’s identity, also hindered women’s career advancement.
Prof. Dr. Sveta Guliyeva (Azerbaijan Pedagogical University)/Prof. Dr. Rufat Guliyev (Azerbaijan Academy of Public Administration)

**The Role of Women in Development of Higher Education in Azerbaijan (Track C)**

- **Proportion of Women and Men Among Higher Educated People in Azerbaijan**
- **Proportion of Women and Men Among Students of Universities of Azerbaijan**
- **Proportion of Women and Men Among Professors and Teachers Staff of Universities**

**Reasons, interfering active participation of women in development of higher education in Azerbaijan:**

- Domination of men criteria in public opinion about role of women in society.
- Availability of stereotypes about especially men and especially women professions.
- Availability of stereotypes related to skeptic attitude to women potential in higher education field.
- Discrimination of women acceptance to positions of professors, teaching and administrational staff of universities.
- Spending large amount of efforts and time by women to childbirth, maternity and care of children.
- Spending large amount of efforts and time by women to housekeeping and care of family and husband
- Prohibition working at university by husband and/or parents.

**Proportion of Women and Men Among Authors of Text-books, Scientific Monographs, Scientific Articles and Presenters of Papers in Conferences**

- **Posters’ authors:**
  - Sveta Guliyeva
  - Rufat Guliyev

- **Male**
- **Female**

2000 2001 2002 2003 2004 2005 2006 2007

- **Male 81,6%**
- **Female 18,4%**

- **Male 88,7%**
- **Female 11,3%**
Generative leadership: an answer to the gender issues in higher education? (Track C)

The presentation will focus on generative leadership and theme centred interaction as management approaches in universities (departments) and especially in the university hospital. Generative leadership is being tested as a strategy to empower female scientists and academic medical specialists to define and enhance their career paths. Meanwhile the environment is being connected to the program by TCI sessions on themes concerning career issues of academic women.

Gender and diversity as new contribution to excellence in engineering sciences (Track A)

Gender and diversity as key competences in teaching and studies: Due to expectations of the industry, concerning qualifications of work force entrants in natural and engineering sciences, necessities to implement Gender and Diversity into teaching, didactics and the structure of study programs in engineering sciences are visible: At first is the simple need to raise the number of graduates to reduce the need for experts in technical professions. Next to this, companies search for job entrants who not only show best competences in their subject, but have also trained key competences, which allow fast and efficient (international) teamwork from the beginning on. New “Diversity“-concepts in research and development change processes from development to marketing. Mixed teams are supposed to work concerning to the wishes of their future male and female customers.

Gender research in Engineering? As in other subjects, gender relevant criteria of quality can be considered important in engineering science as well. First published examples show that the consideration of Gender and Diversity in processes of research leads to an added value to the results.

To integrate and stabilize the changing recognition of target groups, it is necessary to group and adjust the single measures leading into a complete concept of “Gender- and Diversity-Consulting”. This includes the further development and actualisation of the engineering profession. A change in the engineering profession can lead to an opening towards new (diverse) groups of students interested in engineering studies.

Gender sensitivity and diversity in the development of software innovations (Track B)

As the importance of software in the support and even direct control of every-day and professional processes is increasing so is the demand on its functionality and quality. One central prerequisite for meeting these demands lies in the adequate consideration of the heterogeneity of the target groups involved. Taking into account a gender perspective and diversity concepts in the shaping of technology leads to two central approaches: the inclusion of gender aspects in the user-orientation („user perspective“), and the re-examination of the development processes under special consideration of gender and diversity issues („development perspective“). Currently, the importance of the development perspective as the basis for quality and innovation assurance is growing in the public awareness, in contrast to the previous focus on the analysis of the user perspective.

Against this background, the problem of the female under-representation in the field of computer science is gaining significant impact. The following presentation will address four central issues: 1) How can we attract more young women to technological fields of study – in particular to computer sciences? 2) Which general prerequisites have to be met to keep women in the fields of technology and software development? 3) What impact do women, already involved in software development, have on the resulting products? 4) What is the impact of current developments in software engineering, such as
the increased deployment of open-source software and the growing impact of integrative technologies, on the gender perspective?

Maren Jochimsen (EPWS, Belgium)/Isabel Beuter (CEWS, Germany) (no track)

The European Platform of Women Scientists EPWS

The European Platform of Women Scientists AISBL is an international membership based non-profit association established in Belgium to represent the voice of European women scientists in the research policy debate. EPWS networks the networks of women scientists and those promoting them, currently representing more than 10,000 women scientists from all disciplines and fields of activities all over Europe. The Platform’s main goals are to enhance the participation of women scientists in the research policy debate as well as in national and European research programmes and to promote the understanding and the integration of the gender dimension in science. EPWS promotes equal opportunities in science and encourages the maintaining and development of instruments to ensure the consideration of gender balance and gender mainstreaming in European research.

EPWS was created in Brussels in November 2005 and started its activities in 2006 with its office located near the European Parliament and the Directorate-General for Research, at present receiving its seed money as an FP6 Specific Support Action. The project coordinator for this initial stage of the Platform is the Center of Excellence Women and Science CEWS, GESIS-IZ, in Bonn, Germany.

Dr. Gabriela Obexer-Ruff/Prof. Dr. Katharina von Salis (Swiss University Conference/ETH Zürich, Switzerland)

The national programme for gender equality at Swiss universities 2000-2007 (Track C)

The main goal of doubling the proportion of female full professors from 7% in 1999 to 14% in 2006 has been reached as the average across all universities with a range reaching from 2-27 % between the respective institutions. (Abbildungen female profs average CH and per Uni)

The programme also achieved to establish various rules within the recruitment procedures at professoral level including a gender aspect. „Best practices“ and recommendations leading to increased transparency of the processes are currently being published (B. Müller et al., 2007). The universities of Lucerne, Geneva, Basel and Berne all reached the 14% at individual level. Two of them have a gender equality delegate present in their recruitment committees.

The effectiveness of the developed mentoring programmes and their coaching and course offers has been positively evaluated in a „case study“ report describing various mentor-mentee pairs (F. Müller et al, 2007). The improvement of the strategic career competences and the increase of the presence and integration in the scientific community of the mentees are the central effects of the evaluated Mentoring activities. Mentoring also had a direct influence on the attainment of the next higher career steps for the main part of the evaluated mentees. Furthermore, Mentoring served to established the basis for a sustainable and continuing career-specific resource. Finally, Mentoring proved to be a flexible tool, adapting easily to the different levels and needs of young female academics.

A total of 32 Mentoring projects have been supported within the federal programme. Successful project leaders offered follow up projects up to four times envisaging implementation at faculty level.

Childcare facilities are still a crucial factor for the career chances of young female academics. University managements have realised that the absence of such support can be detrimental to the engagement of female top-applicants for professorship. All Swiss universities have now established their own child care facilities or support access to it. A total of over 200 new places have been offered by the federal programme. The child care module was best accepted by university leaders.

The programme will continue until 2011 with a new goal of 25% female professors. The three modules will be kept up with a new focus on Dual career couples (DCC) and compatibility of academic career and family in Module 3. (Abbildung Kinderkrippenplätze per Uni)
**Dr. Jane Onsongo** (Catholic University of Eastern Africa, Kenya)

**Journey to the top: Is it ‘a big surprise’ or a ‘big jump’? Career experiences of women managers in Kenyan universities** (Track C)

This poster is based on research that set out to explore and document the perceptions and experiences of women occupying management positions in Kenyan universities. The whole research process revolved around the experiences of eight women and eight men managers in one public and one private university. These experiences were analysed and interpreted from a feminist critical policy analysis perspective. The data was obtained using unstructured multiple interviews, marginal participant observation and document analysis. In addition several informal discussions were held with other university managers, support staff within the two universities and in seminars, workshops and conferences. This poster draws on the data from the fieldwork to describe how these women and men ascended into management positions in their universities. The expression a ‘big surprise’ was used by some of the women in these interviews to describe their reaction when they first learnt of their appointment into management positions. However, some men described their promotion to a more senior position in the university as a ‘big jump’. These two expressions appear to summarise the journey to the top and the response of the men and women interviewed in this study. In the examination of how the men and women managers ascended into management the poster interrogates some of the policies and practices in the two universities governing the appointment of university managers and show how they discriminate against women.

The data from this study on how the women accessed management positions appears to suggest that appointment and promotion policies and practices especially in the public university discriminate against women. A feminist analysis of the rate at which the men and women are promoted through the academic ranks, especially in the public university, revealed that although some of the men and women had joined the universities at the same rank and had worked for a similar number of years, men were promoted faster and appointed to management positions earlier than the women. As a result of discriminatory appointment and promotion policies and practices for example in the public university, the women in this study appeared to access management positions after achieving formal visibility through research and publication and offering their services in the departments in acting capacity.

**Dr. Annika Rabo** (CEIFO, Stockholm University, Sweden)

"We need more men!" The fear of ‘female dominance’ in teaching (Track B)

The teaching profession in Sweden, like most other countries, is becoming increasingly dominated by women and this causes worry and alarm in teacher-training colleges as well as in society at large. There is a widespread – but not substantiated – belief that boys need male teachers as role-models in order to become ‘normal’ or ‘successful’ school achievers. This presentation is based on an interdisciplinary on-going Swedish research-project called “Teacher-training in ‘multicultural’ Sweden: class, gender and ethnicity in a comparative study”. Although the project is intersectional I will focus on gender in my presentation and discuss how masculinity and femininity is created, debated and sometimes challenged in a number of Swedish teacher-training colleges where we are collecting data.

**Dr. Felicitas Sagebiel** (University of Wuppertal, Department of Educational Sciences, Germany)

**Gendered organizational cultures in engineering research** (Track B)

The paper will talk about gendered organisational structures and cultures in engineering research, a work package from the European Commission Project PROMETEA “Empowering Women Engineers Careers in Industrial and Academic Research” (2005-2008) (www.prometea.info), being research in progress, for which the author is responsible. Existence of gender specific stereotypes, extent to which
women are forced to ‘play the game’, exclusion of women from decision making processes, effectiveness of men’s working culture and network for career decision making are hypotheses proved in the project. The design of the study includes methods like website analysis for genderedness of organisational image of the institutions, interviews with 2 women engineer researches in each institution to get their experience of structural and cultural barriers and promoters for career, and 2 focus group discussions with men and women separate to get information about more tacit cultural characteristics. This will be completed by interviews with gatekeepers to get their view of potential women engineers’ career. In each of the 13 participating countries two institutions will be taken as cases, in which research will be done. Academic, public (governmental) and industrial organisations should be covered in each country.

Results about organisational cultures and structures for women engineers in research will be presented as work in progress and hopefully discussed with the auditorium to get more ideas for interpretation.

Dr. Karin Siebenhandl/Dr. Sabine Zauchner (Danube-University Krems, Austria)

ADVanced trAining for women in scientifiC Research (Track C)

Promoting female scientists: The ADVANCE project (www.advance-project.eu/) promotes the participation of women in science and research decision making and policy definition by supporting female scientists in acquiring research and career management skills and tools that help them build up their careers. These goals are realized through training and mentoring activities in ADVANCE. In addition, extensive networking experience is an important part of the program.

Extensive networking at the European Level:
• a Summer School Program for training in management skills, essential in an academic or industrial scientific/R&D environment at the Danube University Krems
• a Mentoring and Coaching Program focusing on building up mentoring relationships related to professional and personal growth established at all partner organisations
• training of women scientists who will act as catalysts for setting up similar programs in other institutions in Europe
• extensive networking among all participants: mentors, mentees, trainers, trainees, and coaches at the European level

Intersectoral and Interdisciplinary Collaboration: The program is targeted especially scientists in natural sciences and technology as well as in academia and in industry. The participants are to become aware of and develop skills that are necessary in important career transitions, especially when climbing up the career ladder and gaining more independence, power and responsibility. It is intended to support building a portfolio of personal and management/leadership skills that is a valuable asset in the professional life. ADVANCE intends to achieve a positive and sustainable effect on intersectoral and interdisciplinary collaboration by building academia-industry contacts since many academic institutions are engaged in translational or application-oriented research.

Summer School Program: The Summer School is organized by the Danube University Krems and takes place at the Campus of the Danube University in 2007. The program consists of two modules, which are built on each other: Module 1: 23.07.2007 - 03.08.2007; Module 2: 07.09.2007 - 09.09.2007

The Coaching and Mentoring Program: Within the ADVANCE project, mentoring and coaching are understood as crucial for the advancement of junior researchers within the academic and industrial research context. Both provide new methods of networking and offer modern tools of professionalized working. ADVANCE implements the Mentoring and Coaching Program at all partner organisations.

The Consortium: Danube University Krems serves as the coordinator of the project. Based on the experience in postgraduate academic studies, work packages are carried out by Danube University in interdisciplinary collaboration with four departments of Danube University Krems and with international participation of the following five partners:
• Academy of Management, Lodz, Poland
• Helsinki Collegium for Advanced Studies, University of Helsinki, Finland
• IFZ-Interuniversitäres Forschungszentrum für Technik, Arbeit und Kultur, University Klagenfurt, Austria
The paradoxical side of sexism in engineering (Track B)

This paper refers to the European project “Prometea”, which analyses female and male engineers careers in research. One main interest lies in the comparison of career paths and possibilities between traditional and environmentally sound technology settings. One main hypothesis is that women engineers working in traditional fields experience more (ambivalent) sexism than women engineers working in environmentally sound technology fields. Ambivalent sexism is a theoretic concept of a more subtle type of sexism, which combines hostile aspects with apparently positive (so called benevolent) aspects and both appear like two sides of one coin. For instance, one side tells about the stronger people-orientation of women, that this is so important for engineering, and therefore more women should go into the field of engineering to improve this field. The other side, however, says in a whisper that women are not so machine-oriented, not so rational, logical and whatever it is what engineers should be to be treated as competent engineers. And just because the compliment of people-orientation sounds nice it cannot balance out the disadvantages of being called less machine-oriented or generally less competent, because that are the qualities which are connected to the stereotyped image of a proper engineer. The point is that the benevolent aspects of ambivalent sexism – seeming as compliments – go back to traditional stereotyped gender roles. That is the reason why that sexism is more expected in traditional engineering fields.


Experiences from Kosovo (Track C)

The University of Prishtina is the only public university in Kosovo, established in 1969, and have 14 Faculties and 3 High Professional Schools. Recent quantitative data from this university prove a gender specific stratification. With a total number of 28832 students, about 13236 are female. On the other hand from about 1007 academic staff, only 243 are women. During the 1990-2004 period, from 376 master's students, only 95 were female, while from 233 PhD graduated, only 33 were female. From 34 members of the Senate only one of them is a woman, while in the University Steering Board, none of the members is female.

This presentation will focus on the present situation at the University of Prishtina. In the first part we will look at the present figures of female under representation in the University of Prishtina, while in the second part we will present strategies and experiences we developed and carried out in this university, and will give an overview various projects such as the pilot-proposal project for establishment of the academic women association, advisory board against sexual harassment and other forms of bothering at the university, etc.

Based on our experience from the last Gender Equality in Higher Education Conference, we think that the presentation and discussion of these projects at this international conference aims to exchange experiences about different and effective strategies to promote gender equality, also to find new ideas and perspectives for further projects, strategies, programs.
Assessing a university’s openness to diversity and equal opportunities: a case study (Track C)

This paper describes the designing process and the testing of a survey about diversity and equal opportunities in a university. Funded through the European Social Fund’s Equal initiative, the purpose of our project is to create and test a survey for students and personnel of the Vrije Universiteit Brussel (VUB) that examines the university’s openness to diversity. More specifically, some aspects of the work and study climate will be measured; along with the knowledge that the respondents already have about the diversity policy and facilities at the VUB and their opinion of it. We also assess whether students and personnel feel respected, accepted and valued and if they encountered discrimination or prejudice. Linked to demographical information about the respondents, the results of the survey may reveal if some minority groups perceive more problems with diversity issues. In the demographical section of the survey, we ask for nationality, place of birth, language, sexual interest, disabilities, gender and the kind of job/study the respondents are in.

The results will serve as a basis to formulate recommendations for the diversity and equal opportunities policy. Furthermore, they will be published in an Equality Guide as a case study, along with the guidelines to use this survey in other institutions. The advantage of this survey is that it enables to measure, monitor and steer the evolution of the diversity policy on a yearly basis. It can also serve for benchmarking with other universities or (social) profit organizations.

Dr. Katharina Willems (University of Hamburg, Germany)

Physics: Does gender really matter? Looking beyond the social construction of a discipline (Track B)

Disciplines seem to be highly gendered – at least in German contexts in the way which assigns the 'hard' natural sciences as a male domain and the 'soft' natural sciences as a female domain. With this observation two fields are linked: gender and disciplinary fields. But: do we know what characterizes a discipline as physics as a specific cultural field? And do we have information about which disciplinary characteristics activate or prevent gendering-mechanisms? So: how are doing discipline and doing gender interwoven?

This ethnographical longitudinal PhD-study presents results from multidimensional analysis of physics in school. The results of the research done in a grammar school can be adopted well for higher education: as in Germany there is a lack of disciplinary research in school all framework for the research is based on higher education context.

A multidimensional view on habitus and field aspects of physics as it has been designed in this study opens up the view on a disciplinary profile which expresses a specific illusion of exclusiveness, borderline to other disciplines and inclusion and exclusion within the own disciplinary sphere. But these mechanisms so far do not express gendering effects – so where do they come from? The illusion of physics causes a gendered field only by linking disciplinary profile and generally gendered inscriptions. This processes of “symbolical violence” (Bourdieu) will be uncovered in the presentation and gender de-dramatizing concepts of gender in physics will be presented as possible ways of degendering this discipline.

Dr. Karin Zimmermann (University of Dortmund, Germany)

Networks promoting gender in European research and higher education policies (Track A)

A “European Research Area” and “European Higher Education Area” are either in the planning or – in some fields of research/areas just beginning to take shape. In order to integrate gender into the mainstream of EU-Research the EU-policy (in the 6th Framework Programme) has been to promote research alliances and “networks of excellence” etc. In my contribution I am presenting the results of a
completed empirical analysis of an actornetwork, which has been important for launching the issue of gender into the EU-Research Area. Since 1998 women scientists, EU-politicians and employees of EU institutions as well as national and individual academics were active in promoting and negotiating gender issues. For the study presented 16 persons were interviewed and a large number of EU documents was analysed. The research project was supported by the German Research Foundation “Deutsche Forschungsgesellschaft” (DFG) and conducted at the Dortmund University between 2003 and 2005. The empirical project is completed, and some results already published further publications will follow.

Two questions are in the focus of my presentation: o What is the outcome especially for woman scientists who act as referees and advisors within the political field – the so called “cross overs”? What are the implications of such cross over experiences for a self-reflexive and critical Higher Education and Gender Research?
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