



# BOOK OF ABSTRACTS AND PRESENTATION OF KEYNOTE SPEAKERS

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7.th EUROPEAN CONFERENCE ON GENDER EQUALITY  
IN HIGHER EDUCATION



BERGEN – AUGUST 29.-31. 2012



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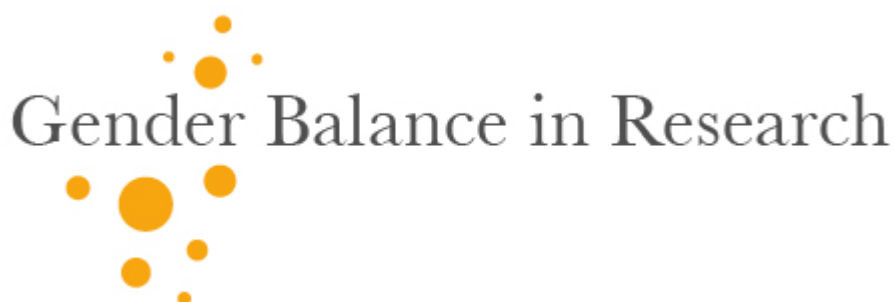
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## General information

The University of Bergen, in cooperation with European Network on Gender Equality in Higher Education (the eq –uni list), welcomes researchers, university teachers, administrators, gender equality practitioners and student union representatives to the 7<sup>th</sup> European Conference on Gender Equality in Higher Education. The conference will focus on gender equality in a changing academic world against the backdrop of the current financial crisis in Europe and beyond.

## 2012 Conference Sponsors

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## Keynote speakers

Keynote speakers for the 7<sup>th</sup> European Conference on Gender Equality in Higher Education: Cordelia Fine, Curt Rice, Mari Teigen, Alexandra Bitusikova, Kathrin Zippel and Renata Siemienska.



***Cordelia Fine: The new “neurosexism” – What it is, and why we should care***

Dr Cordelia Fine is an academic psychologist and writer. She has been described as “that rare academic who’s also an excellent writer” (*Library Journal*), a “cognitive neuroscientist with a sharp sense of humour and an intelligent sense of reality” (*The Times*), “a brilliant feminist critic of the neurosciences” (*Times HES*), “a science writer to watch” (*Metro*) and a Myth Busting Hero (*CARE*).



***Curt Rice: Do the smart thing! How focusing on gender can make universities better.***

Curt Rice is Pro Rector for Research & Development at the University of Tromsø, which won the Norwegian Gender Equality Prize for 2011. Prior to becoming Pro Rector in 2009, he was the founding director of the Center for Advanced Study in Theoretical Linguistics (CASTL).



***Mari Teigen: Gender Equality: Problems, Strategies and Solutions***

Mari Teigen, PhD in Sociology, is Research Director at the Institute for Social Research (ISF) in Oslo. Current research topics include multidimensional equality, quota policies, gender and elites, family and working life.



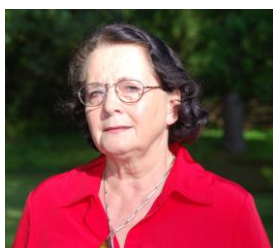
***Kathrin Zippel: Gender in the Globalizing Academic World***

Kathrin Zippel studies political sociology, gender, organizations, globalization, welfare states, Germany and the European Union. Her current research explores the globalization of science, focusing on the mobility of academics and international research collaborations.



***Alexandra Bitusikova: Gender equality in higher education challenged: a view from Central Europe***

Alexandra Bitusikova received PhD in social anthropology from Comenius University in Bratislava, Slovakia. She works as a senior researcher at Matej Bel University in Banská Bystrica, and since 2010 she has been a Vice-Rector for Science and Research.



***Renata Siemienka : No Quality without Equality in Academia***

Renata Siemienka, professor at the Institute of Sociology, University of Warsaw, director of the Institute for Social Studies of the University of Warsaw, head of the Center of Interdisciplinary Gender Studies at the Institute, and chair holder of the UNESCO Chair “Women, Society and Development”.



## **1) Gender Equality, gender mainstreaming and equal opportunities – how to establish a sustainable model?**

Stina Backman  
*Linköping University, Sweden*

Each faculty at Linköping University (LiU) has a gender lecturer working with the integration of gender issues into educational programs on a part-time basis. Established by the Rector in January 2005, each gender lecturer is financially supported by their faculty and their main assignment is to contribute actively to gender mainstreaming at both individual and structural level. This involves raising competences, developing pedagogical models, implementing gender perspectives in current course syllabi and researching gender equal career opportunities.

These institutionalized gender lectureships are unique at LiU and they are at the same time part of a bigger organization within the university that works with issues of gender equality and gender mainstreaming. Equal Opportunities, an organization overarching all faculties, has an internal agenda to work with issues of equality and gender, ethnic and religious diversity, accessibility and participation for people with disabilities, equal rights and equal treatment for all, regardless of age or gender identity and Forum for Gender Mainstreaming and Gender Equality, so called LiU-centre, combines the internal work with gender equality with external activities to promote gender awareness. Although formally separate units, they are closely intertwined and interlinked and there is an ongoing cooperation between these three parts. In this interactive workshop, we aim to share knowledge and experiences and discuss difficulties and obstacles as well as possibilities and challenges in the work with gender integration in academia. Representatives from Equal Opportunities, Forum and the gender lecturers will participate in this workshop.

## 2) Equal in Academia? Career trajectories of men and women

Stina Backman  
*Linköping University, Sweden*

This paper aims to explore and analyze similarities and differences between men's and women's career paths with the ambition to find out the conditions and circumstances for enhancement as well as impediment of an academic career. Taking both quantitative and qualitative aspects of a diversified empirical material into account conclusions are drawn from combinatory analysis of for instance a survey and questionnaire sent out to all doctoral students at the university, semi-structured interviews and a discursive/textual analysis of a set of applications and proposals for professorships. The main research question guiding this paper concerns the differences and similarities in the promotion patterns of women and men as they advance from, first, PhD to Reader/Senior Lecturer/Associate Professor, or in Swedish, "Docent" (post-habilitation), and, in the second step, how they advance further (by promotion or appointment) to Full Professor.

Emerging from my analysis is indeed a picture that indicates that men and women have different opportunities due to gendered academic expectations and conditions, and therefore different possibilities to form an academic career up to the status of full professor. Clearly, informal gender patterns shape the results. However, at the Faculty of Arts and Sciences, the preliminary results point out that women are competitively very strong, and even advance faster than men employed. This specifies the need for further analysis of how, and what it is more exactly that make up, the gendered career trajectories, which is something that will be explored in detail in this paper.

### **3) Managing the academia in times of New Public Management – new possibilities for women?**

Birgit Blättel-Mink, Nadine Merkator, Katharina Kloke, Georg Krücken and Christian Schneijderberg

*Goethe-University Frankfurt/Main, Germany*

Recent dynamics in the European system of Higher Education (Bologna reforms, Lisbon treaty) have caused an increase in managerial tasks at the border between administration on one side and research and teaching on the other. As a consequence, new middle management positions have been implemented, e.g. in the fields of evaluation, e-learning, fund raising, or promotion of young researchers. Concerning the situation in Germany, more than 60% of these positions are given to women who, to a very high proportion, have a university degree. On the other hand, top management is still a male field.

Recently, different research projects from different theoretical perspectives and with different empirical access were initiated in order to better understand the implications of these dynamics and to get an idea about the gender relations in the future. First of all structural issues have been explored. Who is in charge for what position in the system of Science and Higher Education in terms of gender and professional background? What about differences in career opportunities between men and women at comparable positions? Secondly, the focus has been laid on motifs for – mainly – academics to apply for a job in the administration sphere, again with a specific view on gender. Do these new recruits intend to stay in administration or do they understand it as a detour towards a career in the academe? Do they feel adequately estimated? Thirdly, it has been discussed if there is any evidence to argue that these trends foster the reduction of gender inequality in Higher Education and by that haract the objectives of gender mainstreaming.

On the occasion of a conference on “New career paths for women in Higher Education?” that was held in Frankfurt in 2010 the results of these projects, carried out by researchers of different research institutes in Germany, have been discussed and later on published as well.

With this paper the results of these different projects will be presented and synthesised in order to allow a broad view on the German situation nowadays.

## Reference:

Blättel-Mink, Birgit/ Franzke, Astrid/ Wolde, Anja (eds.) (2011): Gleichstellung im Reformprozess der Hochschulen. Neue Karrierewege für Frauen? Band 14 der Frankfurter Feministische Texte. Sulzbach/Taunus: Ulrike Helmer Verlag

#### 4) More autonomy – less equality

Workshop Organizers Linda M. Rustad and Professor Gerd Bjørhovde  
*The Norwegian Committee for Gender Balance*

Norway is a country with a highly centralized funding of the research and higher education sector. This means that the government and state authorities have played a very important part in the development and running of the sector. The direction of the sector has, however, been towards more institutional autonomy for in recent years. The question is in what way this move will affect issues of gender mainstreaming and gender balance in the sector? Will gender issues still be prioritized when the institutions achieve more autonomy? The Norwegian government has been active in encouraging and supporting affirmative action by initiating several national initiatives. With a less active and visible central authority there is a danger that these issues may become more fragmented and less transparent. In other words: More institutional autonomy leads to a demand for more emphasis on leadership – gender-sensitive leadership with a clear commitment to gender balance.

This workshop is planned for two sessions of two hours each. In the first session the focus will be on how to get leaders motivated and look at the connection between a successful mainstreaming strategy and committed leadership. We want to present different tools, examples of leadership programs where gender equality is integrated, and we will discuss various organizing principles for realizing gender mainstreaming. In the second session the floor will be given to leaders who have made an effort to increase the gender balance among the research staff. As a basis for the latter we will use the booklet *Talent at stake*.

*Changing the culture of research – gender-sensitive leadership*

<http://eng.kifinfo.no/nyhet/vis.html?tid=73777> .

## 5) Effects of Family Friendly Measures in the German Higher Education Area

David Brodesser

*GESIS – Leibniz Institute for the Social Sciences, Center of Excellence Women and Science (CEWS), Germany*

In the last decade work-life-balance became an important issue in the higher education sector. On the one hand work-life-balance appeared on the political agenda and on the other hand it is caused by the international competition for the best brains in science. In terms of the political perspective, changing fertility patterns – especially childlessness – and the ageing of western populations, which effect care activities, enforced work-life-balance concepts and measures. This also concerns students and scientific staff in higher education organisations and with that organisations itself and societies in general. In terms of the competition for best brains, family friendly measures are factors for the recruitment and retention of excellent students and scientific staff and the creation of an attractive work environment. The respond of German universities show a scattered picture of policies and measures, which show different emphases and frameworks such as gender equality, diversity concepts or the haracterize of work.

Up to the present day only a few evaluation studies exist, but there are no meta-analyses, which explore the effects and possible benefits of the diverse family friendly measures specifically in the higher education sector. With our research project 'Effective – more Family Friendliness in German Universities' we seek to close this gap. The project will shed light on the pool of family friendly measures, the mechanisms of the effects, and the impact of these measures on life courses, scientific careers and haracterized culture in the German context. We carry a systematic review of relevant studies with an emphasis on the German higher education sector. In my paper I would like to present the state of the art, the project design as well as the interdisciplinary project context in detail. From a sociological perspective this includes gender theory, demography, haracterized theory, studies of higher education, and methodology.

## **6) Gender equality in research leadership: opportunity for change**

PhD-Candidate Lynette Browning, Dr. Kirrilly Thompson, and Professor Drew Dawson  
*Central Queensland University, Appleton Institute, Australia*

The financial crisis in the world and changing conditions for research and higher education. How will it affect gender equality in academia?

The governments of many countries acknowledge that innovation is a critical factor driving economic growth and addressing the complex problems and issues facing a fast-changing world. Many also aspire to be world leaders in research and innovation and expect their universities to lead the way. Universities are now operating in a global climate of strong competition and funding pressures. At the same time, research addressing complex contemporary issues requires strong leadership and an approach which is multi-disciplinary, collaborative, and crosses international boundaries. The higher education sector is also facing a leadership challenge, and the impending retirement of the baby-boomer generation will create increased competition for academic leaders within the next decade. Leadership of research will be no exception, and this provides an opportunity for women to challenge this traditionally male-dominated domain. Many universities in Australia implemented gender equality strategies almost twenty years ago, and women are now in the majority as both staff and students. However, they are still underrepresented in research leadership roles. While there have been studies undertaken on the topic of women and leadership in academia, it is still unexplored in the specific context of research. To gain a better understanding of how leading researchers become research leaders, and how universities can attract, develop, and retain research leaders, we undertook a study involving interviews with thirty female and male research leaders in Australia. We have identified the enablers and barriers to a successful transition from early career researcher to leading researcher to research leader. This knowledge will enable universities to attract, develop, and retain a more diverse group of research leaders, and inform women wanting to take advantage of the opportunities made available by the impending retirement of the baby boomer generation and challenge the traditionally male-dominated domain of research leadership.

## **7) Increasing gender diversity in Dutch academia: a major societal challenge**

Professor and Vice Rector Simone Buitendijk  
*University of Leiden, Netherlands*

Higher education and research in the Netherlands are suffering because half of our best resources are massively underutilized. While this is also true elsewhere in Europe, the Netherlands stand out as a special challenge. The numbers of women in full professorships would have to increase by 50% to bring the Netherlands from its current level of 12% women full professorships up to the EU-27 level of 18%. For university top leadership, the situation is even worse, and the Netherlands would need to more than double its numbers to reach EU levels.

Achieving EU levels in the Netherlands requires cultural change. 75% of employed women in the Netherlands hold part-time jobs, while in the EU, 30% do. This contributes to a cultural norm whereby women are less likely than men to be identified as ambitious and capable of reaching the top. As a result, female academics are underutilized and talent is being wasted.

Universities must put this topic on the political agenda and they must provide the leadership that can lead to cultural change.

The University of Leiden has renewed its commitment to enhanced gender diversity, developing not only new approaches to diversity in its academic staff, but also raising awareness about the value of gendered perspectives in science. The tools are presented as strategies for societal change in the Netherlands.

Leiden is a member of LERU (League of European Universities) and our project is connected to new steps being taken at LERU. In my presentation, both the Leiden and LERU strategies will be described and elucidated.



## 8) From Evidence to Consensus, Recommendations, and Standards: lessons from the genSET project

Elizabeth Pollitzer and Henrietta Dale

*Portia Ltd, United Kingdom*

The FP7 SiS funded genSET project had operated from September 2009 till February 2012 and with a budget of 1.03 million Euro. Its core aim was to advance understanding and action on the gender dimension in science at European level focused on five areas of gender inequality in science: 1) recruitment and retention; 2) assessment of women's work; 3) research process; 4) science knowledge making; and 5) science excellence value system. These areas were chosen because of the availability of persuasive research evidence to demonstrate that these problems exist and that significant benefits can be derived if they are tackled diligently and in the appropriate way. A group of 30 gender experts helped the four consortium partners to ensure that the project could rely on expertise in all five areas. 14 science leaders (new to gender issues) were invited to take part in a series of three consensus seminars to analyze the available research evidence (around 120 studies); consult world-renowned gender scholars; and produce recommendations for action – *from science leaders for science leaders* – on how to address common gender problems in science. What emerged was a consensus and a report with Recommendations for Action on the Gender Dimension in Science, with a comprehensive gender equality strategy and 13 specific, evidence-based recommendations, each accompanied by one or more examples of specific 'good practice' for improving: 1) practices and processes; 2) human capital; 3) science knowledge making; and 4) compliance and legislation. The project targeted 100 science institutions of different types, located across Europe, for awareness raising and capacity building activities, which were delivered through three workshops, where science institutions could work with gender experts on their specific gender issues. For some, there was a follow-up with mentoring of the organizations by gender experts. Two additional awareness raising workshops were delivered, one in Poland and one in Ireland, in recognition of the special social circumstances that influenced women's lives in these countries (i.e. the church, and in Poland the communist past). Our aim here is to discuss the impact made by the science leaders' consensus recommendations and what is needed to ensure that they can be used as the basic principle for gender equality work in different countries.

## 9) Scenario Building Method as a Tool for Supporting Career Decisions in Science: Comparing Germany and Israel

Elizabeth Pollitzer, Martina Schraudner and Adina Breman

*Portia Ltd, United Kingdom; Fraunhofer, Germany; Tel Aviv University, Israel*

Following the completion of their PhD, most researchers (are expected to) become intellectually 'independent' from both the organization that employs them and their scientific community, in that they can decide what research topics they would like to pursue and which methodologies to explore. In fact, achieving such independence of thought is one of the key conditions that determine opportunities for advancement in a scientific career and lead to accumulation of professional status. This has to start during the early career stage – a time when many women leave science<sup>1</sup>.

Retention and fair advancement of women in the scientific system has been a persistent problem, a challenge for the individual, the organization that employs them, the scientific community, and the science itself. By constructing a scientific career in terms of three separate but interdependent components<sup>2</sup>: *cognitive career*, *community career*, *organizational career*, we can separate the micro and macro conditions that should be considered when choices and decisions affecting the direction that an individual's career can take are made. We can also involve different actors (not just a mentor) to help map possible career pathways. Using as case studies Germany and Israel, we present a project, funded by the Elsevier Foundation, which is adapting the participatory method of scenario building to help women, in particular in the early career stage, to make more informed and more carefully judged career choices and plans. Traditionally, the scenario method<sup>3</sup> has been used in social policy setting to help direct attention to driving forces, possible avenues of change, and the span of contingencies that may be confronted. We have redefined these concepts and the approach to create a new kind of scenario building workshop for organizations to use to help retain and advance their female staff. Our aim here is to explain how such a workshop will function and to obtain feedback to help improve

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<sup>1</sup> Mason, Mary Ann and Goulden Marc. 2002. Do babies matter? The effect of family formation on the lifelong careers of academic men and women. *Academe* 88(6):21-27, <http://www.aaup.org/publications/Academe/2002/02nd/02ndmas.htm>.

<sup>2</sup> Laudel, Grit and Gläser Jochen, From Apprentice to Colleague. The Metamorphosis of Early Career Researchers, REPP Discussion Paper, 06/1, August 2006

<sup>3</sup>Slocum, Steyaert (ed), Slocum (ed). 2005. Participatory Methods Toolkit. A practitioner's manual  
Method: Scenario Building Exercise [http://www.kbs-frb.be/uploadedFiles/KBS-FRB/Files/EN/PUB\\_1540\\_Toolkit\\_11\\_ScenarioBuilding.pdf](http://www.kbs-frb.be/uploadedFiles/KBS-FRB/Files/EN/PUB_1540_Toolkit_11_ScenarioBuilding.pdf)

the design prior to it being tested at the Technical University Berlin and in Tel Aviv University toward the end of 2012.

## 10) Support for dual career couples: a privilege of the elite or the norm?

Dr. Philipp Dubach

*Büro für arbeits- und sozialpolitische Studien BASS AG, Switzerland*

Increasing numbers of universities help the partners of newly hired academics with their search for employment opportunities. On the one hand, they hope that this will make their university more attractive; on the other, they would like to further women's academic careers. Supporting dual career couples is a focal point of the third phase of the Swiss federal programme entitled «Equal opportunities for men and women at Swiss universities» (2008-2012).

In order to evaluate the programme, an online survey was carried out of all academic staff at the 12 Swiss universities. Over 10,000 academics provided information about how they reconcile their career with their relationship and family life. Overall, 38% of respondents live in a dual career couple, women (45%) more often than men (32%). In over half of dual career couples, the partner works in the private sector or for a public body. The differences between the genders widen over the course of an academic career. The higher a woman rises in the academic hierarchy, the likelier she is to live in a dual career couple; exactly the opposite is true of men.

The federal programme promoted the establishment of DCC structures and provided direct funding to 20 dual career couples from 2009 to 2011. The evaluation shows that DCC measures do not automatically contribute to gender equality. If the primary goal is to promote a university's international competitiveness, then the DCC measures tend to benefit a small elite and may conflict with gender equality concerns. It is therefore important that transparent procedures are in place along with a policy that considers DCCs the norm. This calls for structural measures to support junior researchers and help them to reconcile their career and private life.

## 11) How to measure gender equality at universities

Kirstin Eckstein

*Karl Franzens Universität Graz, Austria*

In the light of the changing world of universities gender equality has become an important topic in higher education, especially for the academic management. Both gender mainstreaming and management tools at universities require procedures of defining objectives and determining indicators – but what are “good” indicators for measuring equality?

Goals like “more women in higher positions” or “doubling the number of female professors” are comparatively easy to measure. However, details have to be considered like the relative or absolute increase of women or comparing the number of women to the total population or quota. Other, more complex objectives, like “overcoming the gender segregation in occupational areas” or “work-life-balance”, seem to be much more difficult to measure.

We gather plenty of data and statistics at universities, most of them sex disaggregated. The question is, which of them are really useful for evaluating the target achievement? Are there additional data required to map topics which have so far been neglected? How thick is the glass ceiling? What is really measured by the gender pay gap? How to identify the impact of last decade’s equality politics at universities? Which requirements must indicators fulfill and how can we get from “sex-counting” to meaningful gender indicators?

Gender analyses are a quality criterion for gender mainstreaming and provide a basis for systematically designing, organizing, determining and examining gender equality. Equality indicators are therefore essential tools to ensure that gender mainstreaming does not remain at the level of lip service.

Looking at gender equality as a multidimensional concept makes it necessary to develop a set of indicators that reflect more than just the representation of women. According to the “4R Gender Analysis Tool” an indicator set based on representation, resources, rights and realities will be presented. These gender equality indicators should help implementing gender mainstreaming at university management level.

## 12) Gender, time and career

Cathrine Egeland and Ann Cecilie Bergene  
*The Work Research Institute, Norway*

In higher education institutions like universities and university colleges, *time* is a valuable resource. Furthermore, time in these institutions is negotiable in more than one way; the meaning of time is not unequivocal or stable. In this paper we will argue that negotiations over time produce differences between men and women in science institutions. Current international reports indicate a trend where the academic staff of science institutions is expected to engage themselves with an increasing amount of different tasks in addition to research and lecturing. At the same time there is a growing demand at both institutional and individual levels for a measurable scientific outcome (preferably in terms of published journal articles) that can bring the institution or the individual researcher to the cutting edge of a discipline, or position him or her in the middle of an ongoing international debate. A gradual loss of uninterrupted time devoted solely to research seems at odds with this demand, and the question then arises: who has the possibility, the capacity and the will to work outside “normal” working hours in order to obtain the adequate amount of uninterrupted time devoted solely to research that is required in order to be able to make a career in Academia? What and whose time has priority, and what and whose time is less important in the academic time hierarchy? Do differences in practices and cultural expectations regarding childcare produce specific gender outcomes among academic staff with children? We will discuss these issues with a point of departure in an ongoing, multi-method study of time, working hours and working conditions in the Norwegian university- and university college sector. The study combines data from a national survey among the academic staff at all the Norwegian universities and university colleges conducted in 2011, data from diaries recorded by a selected group of survey respondents, data from qualitative interviews and analyses of administrative systems at the institutions involved in the survey. Based on this study we will show how time becomes a negotiable resource with multiple – and in a certain sense gendered – meanings in a system where the notion of “a total academic engagement” and “pure” research time is challenged by what is considered to be inessential interruptions and “impure”, useless time.

### **13) But does the policy work? Barriers to promotion for female academics**

Dr. Kerry Ferguson, Pro-Vice Chancellor (Equity and Student Services),  
*La Trobe University, Melbourne, Australia.*

Women are seeking out higher education qualifications in higher numbers than ever before. In many institutions, it is not uncommon for female students to outnumber their male counterparts. Yet at every level of career progression post-graduation, from further study to academic promotion, the number of represented women steadily declines. The author's institution has been recognized nationally as an 'Employer of Choice' for women for just over a decade, yet, despite our efforts at instilling equal opportunity legislation and policy throughout our character, we asked ourselves why it is that women are not progressing through the ranks and what are the barriers? For our institution, women's representation within senior academic roles appears to have stalled, rather than improved, over time. We were motivated to identify what institutional factors women employed in academic roles believed had an effect on their careers and in particular what issues were present which hindered promotion. Three methods of data collection were used to determine what female academic staff believed were factors creating barriers to promotion. These included an online survey, semi-structured interviews with members of the university's promotions committee, and focus groups. The study found that whilst the university was characterised to have established sound policy with regards to promoting and supporting women in academia, a number of structural factors continued to work against women's success. These included a perception of inequitable workload distribution, a poor understanding of the promotions process, dependence on support from senior staff and overseas experts who were most likely to be male, mobility constraints, a culture of valuing research over teaching, a lack of mentors and role models, and a culture that disadvantages those who seek greater work/life balance. General recommendations were produced from the study for redressing these potential barriers of promotion for female academics at higher education institutions. Outcomes from a revised promotions procedure will also be discussed.

**14) At the heart of a Swiss scientific research network NCCR MUST: an initiative in physics and chemistry to promote, support and network women scientists**

Dr. Anna Garry and Prof Dr. Ursula Keller

*Eidgenössische Technische Hochschule (ETH) Zürich, Switzerland*

This paper outlines a project that has been established at the centre of a Swiss National Science Foundation (SNSF) research network, the National Centre for Competence in Research in Molecular Ultrafast Science and Technology (NCCR MUST), which brings together physics and chemistry expertise. When NCCR MUST was given funding approval in 2010 its new director and professor of physics, Ursula Keller, decided to take the opportunity of the SNSF's emphasis on the importance of advancing women in science to initiate an ambitious program to promote and retain women scientists.

In this paper we describe a strategy on women in science that is designed to be multifaceted. Initiatives to promote women in science require knowledge of previous research, awareness of the specifics of the scientific culture and a vision of the complexity of making changes in an academic environment. Over the long-term (the first stage of the project is 4 years) the initiatives which the project focuses on are categorized under the following headings: recruitment and retention of women; communication and promotion of excellence in women's science: networking and mentoring; and monitoring and evaluation.

The paper outlines how the aims and objectives of the program were developed, the specific needs identified in our fields of physics and chemistry, the particular initiatives which we have concentrated on in our first two years, and what we have achieved. These achievements include the establishment of a NCCR MUST network with a regular workshop program, the development of a column in a specialist scientific journal to raise the issues with all senior scientists, and an initiative to connect senior women scientists to increase visibility and to communicate experience. It concludes with an evaluation of the progress so far, and a description of future plans.



## **15) Teaching Gender in Science and Science Education: Challenges and Successes**

Helene Götschel,

*Hamburg University of Technology and Darmstadt University of Technology, Germany*

Strengthening the position of women and minorities in science and engineering is a serious task, at least in most industrialised Western countries. Knowledge and skills in gender studies are understood as a promising way to make science and technology more diverse by creating interdisciplinarity and contextuality of scientific knowledge and technological practice.

At German universities, however, students in natural sciences or engineering hardly get a possibility to learn about practices and representations of gender in science and technology. In fact is gender studies taught in cultural studies and humanities only, if at all. University students of science education in Germany will probably learn about gender equity in classrooms, to be able to ensure that boys and girls have the support they need to feel respected and become successful science pupils. But in teacher training they will hardly get in contact with the interdisciplinary research of gender studies, they will e.g. not learn to reflect on science and technology from a gender perspective.

In my presentation I want to discuss my more than 15 years experience of curriculum development and teaching as a university lecturer at the intersection of natural sciences, engineering, science education and gender studies. I will present some syllabi of introductory courses on gender and science that help students in science education to reflect on images and cultures of science or that translate theories of social and cultural studies to the interests and needs of students in science and engineering. Moreover, I want to stress how important it is to create space for the learners—future teachers as well as future scientists and engineers—to reflect on handed-down cultural norms and prejudices inside our own heads as a first step to diversify our ideas and actions.

**16) Regarding the topics “Gender mainstreaming in universities: challenges and successes” and/or “Assessing the impact of gender equality interventions and measures”**

Dr. Barbara Hartung

*Ministry of Science and Culture, Lower Saxony, Germany*

At the Stockholm-Conference 2009 I gave a presentation about the “dialog initiative” in Lower Saxony. In October 2007, the minister, the university rectors and the equal opportunities officers of the universities signed a declaration to take joint action to integrate gender equality as an element of quality development in higher education and research: gender aspects should be integrated in teaching and research; selection procedures should be structured regarding elements of quality and equality assessment. To shape and monitor these processes, a forum gender equality and quality management as well as a benchmarking network gender equality were installed.

As a follow up, I would now report on the process in itself (the relation between the steering group “forum” and the “network”) as well as on the outcomes:

- The benchmarking network set up a process of benchmarking appointment procedures with regard to quality assurance in connection with gender aspects. In a publication (2011) recommendations were issued to enhance the quality of these procedures.
- A second benchmarking process, targeted at gender in teaching, will be completed in spring 2012.
- Starting last year, an evaluation of gender research was induced by the Scientific Commission of Lower Saxony; recommendations are expected by October 2012.

The dialog initiative emphasizes the responsibility of the institutional leader for gender equality. Its focus is on cooperation between the different stakeholders, not on confrontation between men and women. The argumentation strategies clearly aim at enhancing the quality of the system of higher education by integrating the quality of women scientist in all fields of universities.

## **17) Gender sensitive research? A reality check on the consideration of gender aspects in EU-funded research**

Nadine Heller-Genath, M.A.

*EU Bureau of the German Federal Ministry of Education and Research (BMBF)*

*Contact Point Women into EU Research (FiF)*

The presentation will focus on a study commissioned by the Contact Point Women into EU Research. The study “Consideration of gender aspects in EU-funded project proposals from Germany” will close a knowledge gap in the area of gender equality in EU funding. It is a contribution to the debate on gender equality instruments in public research funding. Through recommendations inferred from the findings, it will provide new expertise for the political process leading to the Framework Programme for Research and Innovation, ‘Horizon 2020’.

EU-funded research, the current 7<sup>th</sup> EU Framework Programme (FP7, 2007-2013) being its key instrument, is an attractive source for researchers, enabling them to raise their research profile beyond national limits and to network across borders. Women scientists, however, remain underrepresented in FP7 despite the EU’s commitment to promote gender equality.

Under FP7, the mandatory ‘Gender Action Plans’ in place during FP6 (2002-2006) have been replaced by the instrument ‘Consideration of Gender Aspects’. Consortia of many FP7 proposals are asked to explain in this section the measures by which their project takes gender equality into account. Gender aspects are not an evaluation criterion, but they are to be addressed during the negotiation phase with the EU Commission and in the final project reporting. How this issue is actually being dealt with by scientists, advisors, evaluators, and the European Commission so far has been a “black box”. The study casts a spotlight on this gap in FP7 monitoring and induces an examination of the efficacy of this instrument.

The study, commissioned by the Contact Point Women into EU Research, is carried out by the Center of Excellence Women in Science (CEWS). Results will be available in June 2012. A summary of the final report will be translated into English and distributed to European stakeholders and a broader public.

### **18) Challenges and successes in gender mainstreaming**

Anne Holden Rønning, Beatrice Christensen and Anne Asserson,  
*A panel of members of UWE from from the Nordic countries*

Gender mainstreaming in universities has been a key issue for over 30 years with varied results. This paper will discuss some of the issues involved in mainstreaming, the pros and cons, with a panel composed of members of the University Women Associations from the Nordic countries. It will outline the present challenges in a time when women are facing a backlash in many subject areas because of financial cutbacks. They will look at the situation in a global context drawing on the ongoing project of the International Federation of University Women International Colloquia Project: Breaking Barriers to Female Leadership in Higher Education. The paper will conclude by pinpointing some of the successes in this field and how they can be implemented elsewhere.

## **20) Assessing Achievement Relative to Opportunity: The need to reward academic performance fairly.**

Beverley Hill, Fay Davidson and Judith Secker

*The University of Western Australia and Oxford University, Australia and United Kingdom*

Universities worldwide face considerable challenges relating to staff recruitment, development and engagement, particularly with respect to academics. The aging workforce, the imperative of workforce renewal and the Gen Y factor suggest a real need for us to be better positioned to develop the potential of an increasingly diverse workforce. This imperative includes employee's growing desire for flexibility in how and when careers are developed, including those with dual, delayed or interrupted careers.

The higher education sectors in the UK and, more recently Australia have adopted national systems of assessment of research productivity that aim to measure and reward meritorious achievement. This trend has been coupled more widely by the increasing use of performance assessment processes and reward and recognition systems that, typically, have not adapted to the changing face of the higher education workforce. These processes tend to use metrics that quantify achievement but are blunt measures, serving unwittingly to privilege the traditional worker.

The traditional norm of full time work and an uninterrupted linear career trajectory no longer matches the profile of many current or potential staff. Therefore applying the principle of 'achievement relative to opportunity' in employment and performance-related decision making provides the university sector with the opportunity to create workplace cultures, systems and processes that character merit in staff who may have a range of personal circumstances, employment arrangements and career histories and aspirations.

This paper reports on new research that examines how the traditionally applied concepts of merit and achievement in higher education impact on the career outcomes for the increasing diversity within university staff and the ways in which the quality and impact of achievement can be more finely measured to enable comparisons that are consistent with expectations of performance. It suggests alternative ways of characterizing merit and achievement while maintaining the highest standards of merit.

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## **22) From liberal feminist to social constructionist approaches – four gender equality interventions at Luleå University of Technology**

Professor Ylva Fältholm and PhD-student Eva Källhammer

*The Department of Business Administration, Technology and Social Sciences,  
Luleå University of Technology, Sweden*

Working towards a more balanced representation of women and men at higher academic positions has for a long time been on the agenda of both governments and universities. In spite of this, only 21% of the professors in Sweden are women. This calls for a discussion of how to move forward and for gender researchers to take on active part, not only in the analysis and evaluation of interventions, but also in their future design and implementation. This paper analyses four gender equality interventions at Luleå University of Technology and discusses the design of such interventions in academia in general.

The interventions analysed represent different approaches to gender and gender equality. While the first intervention, which aimed at reducing the number of women researchers on long-term sick-leave by giving them different types of support and rehabilitation, was based on an individualistic approach to liberal feminism, the second intervention had a structural approach. It included two studies of how career structures and opportunities were perceived by women and men researchers, which were used as a basis for decisions taken by the faculty board, e.g. financial support to women academics in their pursuit to be promoted to professors and to implement leadership training programmes and networks for women. Because of the risk of “blaming the victim” associated to such interventions, the third and fourth interventions were based on social constructionist approaches. Using methods such as scenarios, ‘personas’, gender observations and value exercises in work-shops on academic entrepreneurship and innovation as well as recruitment and promotion practices, these projects aimed at challenging and fundamentally altering the doing of gender in academia. Although interventions aimed at supporting individual women and at removing barriers might be temporarily successful, they may merely reproduce gendered career structures and conceptions of the successful male academic. This paper shows that gender equality interventions

in themselves are part of the gendering processes of the organisation and that sustainable interventions need to combine liberal feminist with social constructionist approaches.



## **24) Informal networks in science: Differences between perceived and realized embeddedness of female and male researchers.**

*Sandra Beaufaÿs, Nadine V. Kegen*

There is broad consensus among scientists that social networks, specifically informal networks in academia, are both indispensable for conducting a career and for doing research. Isolation in networks is assumed to be one of the factors which contribute to the underrepresentation of women in academic top positions. At the same time, there is little empirical evidence of networks in academia and especially of women in scientific networks. However, it has often been suspected that women in academia do not have the same mode of access to beneficial informal networks like their male colleagues.

In our presentation, we focus on the relations between formal and informal networks in science as well as on the differences between perceived and actual embeddedness of researchers. In our study, we implement a two-sided approach by integrating both quantitative network analysis and qualitative research methods. The data originate from the research project “Women in cutting-edge research” situated at Hamburg University. The sample consists of principle investigators of eight leading research institutions from different fields, all participating in the German Excellence Initiative.

Applying social network analysis, we match formal and informal embeddedness within the research entities. We further check perceived against realized network integration. Based on the empirical results, we select one excellence cluster that develops a high matching between formal and informal interconnectedness and make an in-depth analysis using additional results from qualitative interviews with individuals from that unit. The chosen cluster exhibits several women in central network positions.

How do participants interpret their position and which social conditions accompany their actual embeddedness? We show that, on the one hand, academic status of women plays a significant role, besides personal strategies of networking. On the other hand, however, personal proximity to central men seems to be important for women’s realized network position, which is perceived adequately.

### **23) Gender equality between acceptance and resistance – results of agency oriented research about gender mainstreaming in universities**

Marion Kamphans  
*TU Dortmund, Germany*

Meanwhile, the obligation to implement gender mainstreaming in German universities exists for more than 10 years. Whereas there is a broad bundle of ideas how to implement gender mainstreaming successfully in research, teaching and administrative realms of universities, and although we can find a formal commitment to gender equality, we nevertheless find limited action constantly underachieving the defined goals.

The main question that forms the point of departure for the presented research was: How do agents and stakeholders within the university react to the political request to implement gender mainstreaming?

To answer this I have conducted 26 problem-focused expert interviews during the research phase of my doctoral dissertation. Different representatives of universities have been interviewed such as members of the management/ administration and of the faculties (scientific personnel). The interview-texts have been analyzed through the lens of the theoretical perspective of Bourdieu's concepts of field and habitus, the neoinstitutionalists' view of organizations and their myths of rational action, and stand on the ground of concepts utilized by gender researchers to explain the persistence of gender inequalities like "patriarchal bonus" and the trend towards "subtle gender differences". The objective was to reconstruct individual agents' perspectives and to learn about their cultural patterns of perceiving the social world.

Through typification a spectrum of three typical groups of agents has been elaborated which differ highly in their attitudes, their motives, and their strategies of self-legitimation concerning the gender actions they accomplished. The "supporters", the "scepticals", and the "resisters" represent three different types of reaction to requirements of gender equality oriented actions. Although their composition is no surprise and has been expected to a certain degree, they present examples of crucial and consistent interrelation of attitude and reaction. More results will be presented in panel "gender mainstreaming in universities: challenges and successes".

## 26) Constructing equality in academia or reproducing inequalities?

Prof. Farinaz Fassa Recrosio and Dr. Sabine Kradolfer

*University of Lausanne, Faculty of Social and Political Sciences, Social Sciences Institute, Switzerland. Universitat Autònoma de Barcelona, Facultat de Psicologia i Lletres, Departament d'Antropologia Social i Cultural, Spain and Université de Genève, Etudes Genre, Switzerland.*

In Switzerland, the first top-down federal programs “Equal Opportunities” was launched in 2001, after the low proportion of women among the professors (7% of women in 1998) was acknowledged. The aim to double this number was reached in 2006 (14% of female professors) after a second program. On the opposite, the following program (2008-2011) did not allow to double again the number of female professors (less than 20% in 2012).

Our paper will examine programs implemented to build equality in the Swiss universities and we will discuss the chosen instruments to promote academic women's careers in relation with their underlying representations. The research we made in Lausanne University (mixed methods), as well as an ongoing research on the making of equality policies, lead us to understand these tools as the translation of a gendered “academic common sense” that attributes mainly women's specific difficulties in this realm to their family responsibilities. Far from denying the need for childcare facilities and/or the need for instruments to help build a better work-life balance, we note however that this attribution refers relentlessly women's work life to their family life supposing the latter has priority. Our statistical results show on the contrary that a large portion of women academic choose to focus on their professional lives and plan their private life in relation to their professional objectives.

From our point, the stress put on work-life balance only when women's careers are discussed relates women to their biological nature. This sleigh of hand alleviates the universities from the burden of rethinking the criteria of professorial appointments and to tackle the direct and indirect discriminations they impose in their labour organization. Therefore, these types of instrument have as a final effect to preserve the androcentric model of the academic career and to stabilize the complementary vision of gender.

## **27) The ADVANCE program for Institutional Transformation**

Professor Emerita and Program Director Laura Kramer

*Montclair State University/ ADVANCE at the National Science Foundation, USA.*

As an alternative to the approach of “fixing” women, the U.S. National Science Foundation (NSF) has developed an ambitious project to change academic institutions. Since 2001, many colleges and universities in the U.S. have competed for funding from the National Science Foundation’s ADVANCE program for Institutional Transformation. These grants provide generous funding for five years. To date, almost fifty colleges and universities have received Institutional Transformation grants. Changing the practices and policies at the level of the university, college, and department have been the focus of these efforts aimed at increasing the recruitment, retention, and career advancement of women faculty in the sciences, mathematics, and engineering disciplines. Projects have also regularly included activities to support the development of networks among women faculty. One requirement of every project is the systematic collection of quantitative institutional data that measure various dimensions of the presence and career paths of faculty women and men. This presentation will review the kinds of innovations that have been used with more or less success in different configurations and in different types of institutions. It will explore the achievements associated with ADVANCE on participating campuses and the ways in which ADVANCE has contributed to ongoing efforts to achieve gender equity for faculty in the U.S. and elsewhere. Challenges to establishing the efficacy of particular initiatives, especially in a time of rapidly changing economic, political, and organizational landscapes will also be discussed. The presenter, who is a sociologist of gender, served as a Program Officer at the National Science Foundation in 2007-2008, and has consulted with, served as an evaluator of, or on the advisory boards of numerous institutions that have received or sought funding through the ADVANCE Program.

## **29) Integration of Gender-related knowledge and skills into the new modular medical curriculum at Charité Berlin**

S Ludwig, S Oertelt-Prigione, C Kurmeyer, I Köhler, J Breckwoldt, T Hitzblech, A Maaz, I Brunk, H Peters, V Regitz-Zagrosek, M Gross, C Spies, A Grütters-Kieslich

*Curriculum Development Team Modular Medical Curriculum Project: Integration of Gender Aspects Charité – Universitätsmedizin Berlin, Germany*

### **Background**

Since winter term 2010/2011 Charité – Universitätsmedizin has started a new modular medical curriculum. One key goal of the new programme is the incorporation of gender concepts as well as findings of gender medicine in the mandatory curriculum. This will assure future doctors adequate knowledge, practical and communicative skills for gender-sensitive interaction, diagnosis and therapy.

### **Summary of work**

Participation at the module design sessions and the meetings of the curriculum development team guaranteed the overall systematic integration of gender concepts. In cooperation with the Institute of Gender in Medicine at Charité, relevant findings of gender medicine were identified for each module of the new curriculum. Selected specialty-specific faculty members were then approached and the identified concepts presented and evaluated. Following, the specialists were directly in charge of the generation of gender-sensitive core competences to their teaching and their incorporation.

### **Summary of results**

By now, 50% (20 out of 40) of the modules have been designed. The integration of compulsory gender-related courses as well as the integration of gender aspects into several lectures and seminars has found great acceptance within the general faculty.

### **Conclusions**

In order to successfully integrate gender aspects into the medical curriculum, it is essential to integrate a designated person into the module design groups and the curriculum development team. In addition, a participatory approach to the subject-specific faculty is highly advisable.

**Take-home message**

Institutional support, broad faculty involvement and designated specialists in key organizational groups facilitate the implementation of gender aspects into medical curricula.

### **30) Young people need good role models!**

*Borghild Lundebj*

*The Norwegian Centre for Science Recruitment: RENATEsenteret*

High competence in science and technology is a prerequisite in the present day and future society. The great challenges related to energy, environment and health must be solved by creative people with science knowledge in their toolbox. This means that the pedagogic approach to science subjects should motivate and create a sense of mastery with various types of people – both with the creative, the practical and with those who are altruistically inclined. This versatility is an important part of getting girls to choose science subjects.

The Norwegian Centre for Science Recruitment: RENATEsenteret, works with measures that are anchored in the national science education strategy. Within the conference programme we will present two national programs that RENATE are in charge of:

#### **ALFA Role Model Agency**

ALFA is a role model agency that offers engaged and dedicated role models to come and visit the schools. The role models represent a multitude of personalities, knowledge and experience within professions and studies related to science and technology. In such context, the youngsters may see that engineers and science graduates are engaged, creative individuals of both sexes that work with interesting and important social issues. This will contribute to inspire, show opportunities and tear down the prejudices that we know exist. It is evident that girls depend more than boys on good role models in order to make their choice.

#### **Students as mentors in the maths training project ENT3R.no**

ENT3R is a motivational programme for young people in which students from science and technology studies are mentors/role models that give weekly maths training for pupils in the 10<sup>th</sup> grade and in the upper secondary school. ENT3R is a recruitment measure to make more students – and in particular girls – choose science. Research that has been done on the ENT3R scheme shows that it is the mentors function as role model that constitute the success factor.

Contact details: [www.renatesenteret.no](http://www.renatesenteret.no)

### **31) The impact of programs on women's involvement in STEM: Systematic review of evaluation studies**

Dr. Andrea Löther

*GESIS – Leibniz Institute for the Social Sciences, Center of Excellence Women and Science (CEWS), Germany*

#### **Background**

The underrepresentation of women in science, technology, engineering and mathematics (STEM) is a current object of gender equality programs in many European countries and overseas (Johnson 2011; Godfroy-Genin 2010; Hill/ Corbett et al. 2010). In Germany, universities and research institutions have been engaged in activities to improve the female representation in traditionally male-dominated STEM fields since the 1990ties. A great part of these activities are outreach programs offering workshops and information to school girls (GWK 2011).

Although individual programs have been evaluated, systematic evidence about the effects is still lacking. To fill this gap, I provided a systematic review of evaluation studies on such programs, as part of a project on German equality programs in STEM. The main question of the review was to understand more profoundly the functioning and the effects of the programs.

#### **Methodology**

The systematic review is based on 26 evaluation studies covering 21 programs performed between 2003 and 2010. The analytical framework (a logic-chart analysis) focuses on objectives, strategies and implementation, target groups and effects. For an in-depth analysis it was essential to build up a hierarchy of objectives (key objectives, operation targets) and to differentiate effects in output (acceptance), outcome (attitude change) and impact (haracte change).

#### **Results**

We found that the programs are consistent when we look on operation targets, strategies, implementation, target groups, acceptance (haracteriz rates and satisfaction) and outcome (change of attitudes). There is evidence that the programs have an impact on the self-esteem of girls and increase their interest in STEM. But partly due to the research design the evaluations can't prove any impact on haracte change and there is no evidence that the programs reach their key objective to increase the percentage of female students in STEM. Thus, our study confirms the



view that we need to shift from “fixing the women” to changes in haracterized structures if we want to increase the participation of women in science and technology.

### **32) Science, gender and society: on the need to intersect scientific education and research**

Cristina Mangia Patrizia Colella

*CNR ISAC Institute of Atmospheric Sciences and Climate, National Research Council, Lecce, Italy, Women and Science Association, Rome, Italy and High School of Classical Studies "G. Palmieri" Lecce, Italy*

The changes taking place in the post-academic science along with socio-environmental emergencies reveal a complex relationship between science and society, as the economy and politics play a primary role. Scientific and technological advances have transformed our world, making lives in some parts of the planet so much easier, healthier and more productive. At the same time, we are faced with a set of global challenges (such as the preservation of our planet, food production, waste management) which are of public concerns. Science and technology are asked to give reliable answers to these concerns, by developing solutions which very often lead to conflicts among the different communities involved, in terms of produced impact and threatened interests. This means that any socio-technical solutions should be integrated, in the double sense of integrating disciplines and integrating the many actors and stakeholders involved with techno-scientific research.

In this context, the increase of participation of women in science, at all levels is not only a matter of equal opportunities or waste of talents, but it becomes a crucial issue in terms of increased scientific citizenship and re-thinking of dominant scientific culture at its roots. These last two points imply the need to intersect the scientific education (in high schools as in the academy) together with scientific research activity in order to modify ideas on science and the ways to teach it. In our paper we discuss these themes within the context of some initiatives we conducted within the project STREGA (Science, Tecnology Research: gEnder and Access) proposed by the University of Lecce together with the Italian Women and Science Association (Associazione Donne e Scienza) and financed by the Italian Ministry of labour.

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### ***34) Can we afford NOT to pay attention to Gender Equity?***

Professor of Sociology Julia McQuillan, Postdoctoral Researcher Patricia Wonch Hill,  
Assistant Professor of Sociology Christina Falci, Graduate Student in Sociology  
Megume Watanabe, Mary Anne Holmes, Professor of Geosciences Mary Anne  
Holmes

*University of Nebraska, USA*

In the United States start up packages for new faculty in Science, Technology, Engineering and Math (STEM) disciplines can be very expensive (\$500k-\$1million), often requiring ten years to earn a return on the investment. Attempts to diversify STEM departments have focused on recruiting and hiring women and ethnic minority (occupational minority) faculty into STEM departments, there is less of an emphasis on the retention and experiences at all ranks. The experiences of pre-tenured faculty are often the focus of interventions to diversity STEM academic departments. We argue that also understanding and addressing the experiences of senior faculty is important for sustaining greater diversity in academic departments. Tenure and promotion generally indicate success and job security for faculty, implying that perceptions of work should be more positive with higher rank. We use survey data from a large, research intensive Midwestern University in the United States to assess faculty experiences (e.g. clarity and reasonableness of tenure and promotion expectations, job duties and performance evaluations, department and institutional satisfaction, global satisfaction and expectations for remaining in the department/at the institution). Our statistical analysis of mean differences by gender, ethnicity and rank was guided by insights from in-depth interviews with full professors. We find that on most measures, for white men only, higher rank is associated with more positive experiences than lower rank. Many of the ethnic minority faculty are also non-citizens, therefore we plan to more fully explore the intersection of ethnicity and citizenship in faculty experiences by collaborating with another institution. We argue that academic institutions need to determine ways to make faculty careers positive at all ranks to fully recoup their investments in faculty. Failing to support all faculty risks higher rates of exits from the academy among occupational minority faculty and high long term costs for institutions.

### **36) Implementing gender equality strategies in scientific organizations**

Ph.D.-student Mathias Wullum Nielsen

*The Danish Centre for Studies in Research and Research Policy, Department of Political Science and Government , Business and Social Sciences, Aarhus University, Denmark*

In this paper I aim to present the comprehensive framework of the EU-FP7 financed project *Structural Transformation to Achieve Gender Equality in Science* (STAGES). Furthermore my objective is to outline theoretical and methodological aspects of my own Ph.D. project, which unfolds within the empirical framework of STAGES.

The STAGES project has been designed with the general aim to launch structural change strategies addressing the problem of gender equality in scientific organizations. The project extends over four years (2011-2015), and adopts an integrated perspective, involving human resources management in different European universities and research institutions. The main objective is to implement various self-tailored action plans geared at introducing gender-aware management at all levels in each of the participating research organizations. A second objective is to produce an in-depth understanding of the organizational dynamics surrounding these structural change efforts by monitoring and analysing the process activated in each organization. The third objective is to launch a dissemination process, aimed at spreading successful negotiation strategies among universities and other research institutions.

My Ph.D. project design addresses three central problems within the framework of STAGES. Inspired by the foucauldian notion of power/knowledge the first part seeks to understand how logics and specific kinds of haracter related to Gender Mainstreaming and Diversity Management influences the structural change strategies addressing gender equality at Aarhus University (AU) and hereby contributes to produce and reproduce specific kinds of knowledge and conduct within the organization. The second part places its theoretical and empirical focus on processes of legitimacy, and aims to explore how AU can overcome organizational resistance to the STAGES-related structural changes and achieve consensus. The third part aims to investigate the quantitative effects and results related to the implemented strategies, inter alia, by monitoring changes in career opportunities and studying developments in the number of women among associate and full professors on faculty level.

The paper addresses the following topics:

- \* Gender mainstreaming (and diversity management) in universities: challenges and successes
- \* Assessing the impact of gender equality interventions and measures

### **37) Gender neutral 'family policies' and gendered 'equal opportunities policies': career and non-career jobs in context**

Professor Ann Nilsen  
*University of Bergen, Norway*

Since Norwegian family-friendly policies are gender neutral while the division of labour in families is gendered, some argue that the generous state support for families may end up upholding the status quo; it may perpetuate the existing inequitable division of labour between mothers and fathers in the home and in the labour market encouraging some women take long maternity leave and work part-time. Since many gender equality measures are intended to increase the percentage of women in male-dominated occupations and positions, they are aimed at occupations with upwardly mobile trajectories. This paper makes a typological distinction between 'career' and 'non-career' work in the analysis of biographical cases of men and women in two different characterized settings. Their thoughts and actions in relation to their occupational trajectories over the life course are examined in different layers of context in order to understand how a complex set of factors affects ways of adjusting to work during the phase of being parents of young children. The paper concludes that for career type jobs there is a tension between gender equality measures and family-friendly policies. Overall however, these issues must be considered in relation to a wider historical context and a multifaceted set of circumstances over men's and women's life courses that for the many do not involve career jobs.

### **38) A reflection on the impact of equality actions in Spanish universities**

Inma Pastor and Paloma Pontón

*Universitat Rovira i Virgili, Tarragona, Catalonia, Spain*

One of the characteristics of the first decade of XXI Century is the awareness of our society for Equal Treatment and Opportunities for women and men. This awareness has been stimulated especially from the EU, which has displayed a higher priority and has approved and implemented access policies and women's promotion policies. This kind of actions has achieved unquestionable results. Also our constitutional framework has specific principles of equality and, likewise the Estatut de Catalunya establishes the value of gender equality.

Although the equality principle is one of the fundamental pillars of democratic communities, such as Universities, reality shows us that there remains some discrimination. Some mechanisms are necessary to correct these discriminations and to be able to achieve, this way, a real equality of opportunities between men and women. A key mechanism is the introduction of contributions from Women's Studies, Feminism and Gender in education programs. These mechanisms, while respecting and treating the differences, should help to solve structural imbalances that nowadays exist. In this paper we study current legislation in Equality and Universities and how it is displayed in different Spanish universities: equality plans, equity units, equality observatories... We also present the situation of women in Spanish universities. We propose to think about the usefulness, the convenience, the

obstacles and the results of Equality Policies in Universities from the experience of our university (Universitat Rovira i Virgili, Tarragona). Finally, we think on the impact of equality plans in Universities and we suggest future challenges.



### **39) The DFG's Research-Oriented Standards on Gender Equality / Interim report**

Dr. Eva Reichwein

*In-House Counsel, Quality Assurance and Programme Development  
Deutsche Forschungsgemeinschaft / German Research Foundation (DFG), Germany*

In summer 2008, the DFG launched the Research-Oriented Standards on Gender Equality ("Forschungsorientierte Gleichstellungsstandards der DFG") with the goal to significantly increase the participation of women in academic research in Germany. The majority of German research institutions who are members of the DFG have accepted these Standards and agreed to implement them at their institutions. This resolution included a commitment to present a total of three reports on the implementation of structural and personnel measures, in 2009, 2011 and 2013 to a working group of the members' assembly. As one of the steps of implementation, the DFG provides a database of measures promoting gender equality (toolbox), which presents helpful examples on how to achieve gender equality.

The working group evaluates each report and assigns each one an "Implementation Stage". Since then, information on the stage each institution has attained is taken into account in the funding decisions taken on proposals submitted to the DFG's Coordinated Programmes, i.e. the Excellence Initiative, Collaborative Research Centres and Research Training Groups.

In February 2011 the interim status reports were due, and the results of the second reporting round are generally very positive, with the number of concepts attaining the highest level increasing from twelve to twenty since the last reporting round. But of course there is still potential for improvement by the time the final reports are submitted in 2013, especially concerning complete and conclusive data and a closer coordination between the institutions' central administration and the scientific faculties and departments. The final reports will be presented to the working group at the beginning of 2013. After that, the DFG members' assembly will decide whether and how the initiative should be continued.

More information: [www.dfg.de/gleichstellungsstandards.de](http://www.dfg.de/gleichstellungsstandards.de)

#### **40) Women on Top as Gendered Organisational Change Agents in Higher Education with growing External Economic Expectations**

Prof. Dr. Felizitas Sagebiel

*Department of Educational and Social Sciences at University of Wuppertal, Germany*

In this paper the change potential of women in management positions in organisations of higher education focussing on science and technology will be investigated. Two aspects will be the focus, leadership style and organisational cultures measured by division of labour, communication, conflict management, competition and handling of gender issues. How did the growing economic objectives of the universities affect the leadership styles and change potentials of asked women professors? What are the differences in comparison to other types of organisations which have been investigated too? Are there any gendered styles? Which role do gender stereotypes still play? How is gender sensibility connected with making decisions, do women focus more on gender mainstreaming?

Background of the paper is a German research project, lasting from April 2009 to March 2012, financed by the Ministry of Education and Research and the European Social Funds, combining the expertise of two institutions, the University of Wuppertal and the Wuppertal Institute for Climate, Environment and Energy. Change potentials of organisational culture in technical organisations have been the theme of part of the project of the University of Wuppertal under the leadership of the author.

Getting the right information in the right time at the right place is one of the main issues of being in a leadership position. For women professors in science and technology strategic handling of information is one of the most important prerequisites. So project ideas have to be communicated carefully taking into account cooperation and competition at the same time. On the other hand to change organizational culture transparency is a focus especially of women. Getting and giving of information is connected to networking and being engaged in relevant networks and a prerequisite of a leadership positions. Are there any differences between men and women? The paper will focus on these issues.

#### **41) I got back five years**

##### **- the impact of an equality fellowship scheme at University of Sydney**

Director Anne Scahill  
*University of Sydney, Australia*

This paper considers the Equity Fellowships Scheme at the University of Sydney. The Scheme, which commenced in 2009, is a targeted intervention seeking to address the under-representation of women at senior levels of the University, and overcome career interruptions experienced by carers and people with disabilities of all genders. The paper also looks to the circumstances which led to the establishment and continuation of what has proved to be a successful scheme, and the implications for other universities looking to targeted gender equality interventions.

The University of Sydney's strategic plan 2011 to 2015 includes a focus on the University's continued development as a pre-eminent research University. The strategic plan commits to creating an environment in which the brightest researchers, whatever their social or cultural background, can thrive and haract their full potential.

At the same time a statistical analysis of gender patterns shows a gulf between the number of female academics in the pool of junior academics and their translation to the highest levels of academia. Furthermore the University of Sydney is below the average of Australian universities in the proportion of senior female academics at levels D and E (the two highest levels).

In 2009 the new Vice Chancellor appointed a new Deputy Vice-Chancellor (Research) – the first woman to occupy such a position at the University. The Deputy Vice-Chancellor (Research) and the Assistant Director of the Staff and Student Equal Opportunity Unit of the University of Sydney identified the need to support the development of less senior female academics more effectively, in order to lift the numbers who would be ready for appointment to the more senior levels.

Research indicates that the loss of momentum in research was a key factor in slowing the career trajectories of female academics. This loss of momentum was experienced by female academics, and specifically those academics who had experienced interrupted work patterns – either through illness, disability, parenting or carer's duties.

A scheme was established for the award of competitive equity fellowships haract on similar schemes in international and other Australian universities. The three different fellowships respectively targeted, mid-level career women, carers, and those whose research capacity has been affected by disability or illness. Fellowships provide one year of relief from routine teaching and administration to enable fellows to focus on their research. The scheme is now in its fourth year.

An evaluation was built into the fellowships scheme from the outset and this proved to be a key strength for the scheme's development. Significant resources were allocated to enable the fellowships to be awarded annually over three years and for the evaluation to take place.

The leadership and commitment of the Vice and Deputy-Vice Chancellors meant that the time was right for the establishment of such a scheme. This paper will look at the implications for other universities to meet the challenge of retaining and developing female academics.

## 42) Gender Equality Management at German Universities: Examples of Good Practice

Dr. Ingrid Schacherl, Co-authored paper: Schacherl, Ingrid/ Erbe, Birgit/ Feldmann, Maresa/ Goldmann, Monika/ Roski, Melanie  
*FAM Frauenakademie München, Germany*

This paper presents first results from the ongoing study EQUISTU (Equality Implementation Standards for Universities) character how gender equality issues are implemented into management processes and strategic planning at German higher education institutions (HEI's).

The research project studies the characterized process of HEI's from a gender perspective. In Germany recently the *Federal Ministry of Education and Research* (BMBF), the *German Research Foundation* (DFG), the *German Rectors' Conference* (HRK) and other important institutions have initiated programmes to develop a successful strategy for gender equality in the higher education area. The HEI's have increasingly character that gender equality should be one of their core tasks and

that they have to design and implement measures including gender-aspects at all levels of governance. New research results confirm the importance of strategic implementation processes to improve gender equality. Of particular importance are interim reports of the implementation of the "DFG's Research-Oriented Standards on Gender Equality" which have been published recently. Therein the universities describe their processes and practical experience concerning the gender related issues at the structural and personal level. EQUISTU uses the gender mainstreaming approach to analyse how gender equality objectives are being integrated into new academic control models at the management and the faculty level in order to improve institutional accountability. It studies the structural framework and the practices and processes of implementing gender equality as part of the characterized process of HEI's.

The project focuses on three areas which are of particular significance in the reform process of HEI's:

- Quality management and quality assurance
- Accounting and controlling
- Budgeting

The presentation will draw on the empirical evidence of the project, based on interviews with experts and case studies carried out at prominent Universities and Universities of Applied Sciences. It will address the following questions

- Which, if any, gender equality objectives are being integrated into the standard control models of HEI's?
- In which way, if any, are quality management systems applied to assuring high quality gender politics at HEI's?
- In which way are target setting and performance agreements combined with incentive systems and sanctions to promote gender balance?
- Which conditions might encourage or discourage the integration of gender related aspects into these fields of action?

Besides first results we will present good practice examples from universities and universities of applied sciences of different sizes and different areas.

The project EQUISTU is carried out by Frauenakademie Muenchen (FAM) and TU Dortmund University, Sozialforschungsstelle (sfs). It is funded by the German Federal Ministry of Education and Research and the European Social Fund between June 2011 and May 2013.

### 43) Feminist Activism at Managerial Universities

Associate professor Regine Bendl and associate professor Angelika Schmidt  
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The change process to incorporate measures towards gender equality in higher education in Austria has mainly been women's work. Initially starting as a feminist grassroots bottom-up activist movement in the wake of the Second Feminist Movement in the late 1980s and the early 1990s – supported by a strong Secretary of State for Women's Affairs – it has been women's role to change the cultural values in their home university where those in positions of power to contest or enact the change have been men. As Scully and Segal (2002, p. 127) would name it, these female grassroots bottom-up activists cared and were faced with “managing management” in order to introduce gender equality. They were engaged in micro-mobilisation, in sustaining their collective efforts over cycles of involvement, in managing risks to their careers and their mission, and in evaluating the accomplishment of their interrelated and local goals (see Scully and Segal, 2002, p. 126). Thus, an understanding of the micro-level of the processes emerges from insights as to how women have been involved and are still engaged in unmasking their organisational exclusion from access to resources, influence, career opportunities and academic authority (Morley, 1999).

In this project we examine the forms in which feminist activism is played out at contemporary managerial universities and pose the following questions: what notions of feminist activism and feminist theory have to be re-visited in order to sustain the target of gender equality and support its move further into the centre and the mainstream of managerial universities? In other words, what forms of care have to be taken from a feminist perspective in order to regain a space for feminist activism at managerial universities. Moreover, by action research (Coughlan and Brannick, 2007; Berg, 2008) we want to find out the relevance of and processes for gender equality at managerial universities and in what way these universities have established a caring organizational culture towards gender equality.

Based on research in our own university (Vienna University of Economics and Business Administration, WU Vienna), we present results of a workshop, which we organised for different ‘constituencies’ or gender equality representatives (administrators, researchers and feminist activists) working towards gender equality. As this is the first time that different generations of feminist activists are present at managerial universities and are working in a top-down environment supported by

administrators responsible for gender equality, common practices which have been successful to implement gender equality in the past have to be refined and new spaces for collaboration and, thus, a new caring organizational culture towards gender equality to be established.

This project intends to gain insights into (complementary and conflicting) ways in which the gender equality representatives construct and perform their selves, their strategies and their actions towards gender equality in order to enable them to reformulate their processes and replace existing processes, which do not guarantee gender equality. In this sense, we want to create a space for reflexivity, which facilitates change.

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#### **45) Soft law as an instrument to foster gender equality in appointment procedures?**

##### **– Adaption strategies to the shift of autonomy in Higher Education in Germany**

Dr. Nina Steinweg

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Since the federalism reform in 2006 the States and the Universities in Germany have gained greater financial autonomy and organizational actorhood. This does not only influence the conditions for research funding but also the statutory framework for the recruitment of the scientific personnel. North Rhine-Westfalia (NRW), the State with the highest population in Germany and more than 30 Higher Education Institutions, has accorded the head of the Universities comprehensive rights regarding appointment procedures. In the same period of time political will to raise the number of women professors has led to a competition for the best (female) brains. The German Research Foundation and the Federal Ministry of Research and Education have promoted standards and goals for the recruitment of female professors.

Based on an interdisciplinary legal and sociological approach, this paper analyses the influence of increasing recruitment autonomy on the gender equality of appointment procedures. It will examine the different adaption strategies implemented by the Universities aimed at assuring a (gender) equal, fair and transparent recruitment procedure.

In cooperation with recruitment managers and gender equality officers the documents and procedures developed since 2006 and their influence on the recruitment procedures will be examined on the meso and micro level. The main focus will lie on the analysis of appointment regulations, policies and soft law instruments (e.g. codes of conduct and appointment guidelines) that are supposed to implement a transparent and gender equal procedure and to guide the participants to act without gender bias. On the micro level, the question will be raised if appropriate measures are taken to empower stakeholders involved in the appointment procedures.

The appointment regulations, policies and measures of NRW Universities will be put in the context to the legal, political, societal and organizational framework in the German science system taking into account the scientific findings about gender bias and practices in recruitment and selection processes.

#### 46) Virtual Education of Gender in The EEES

Proffesor Magdalena Suárez Ojeda

*Academic Secretary of Instituto de Investigaciones Feministas, Universidad  
Complutense de Madrid, Spain*

From the year 2007 I have directed a group of investigation in matter of education of the gender in the EEES, during this time has celebrated have celebrated four important International Seminars in Carmona (University Sevilla), in Madrid and in Málaga, and Institute of Advanced Legal Studies University of London. These proyect were doing collaboration with others Universities: Pais Vasco, Zaragoza, Málaga, Lleida, Rey Juan Carlos, Franche-Comte Besançon and Católica de Córdoba (Argentina).

Together with the previous projects went obtaining several projects funded by the Women's Institute or the Ministry of Equality, that have allowed to reinforce all the corpus general of the idea in which it brings cause. Like consequence of this, have been published two books: an Educational Guide in matter of gender, and a book of text to be able to give a subject of gender and equality in any degree.

This monographic work is the final product of a big effort of different specialists that follow a previous pedagogical structure. The spirit of this book consists in showing that there is an only knowledge and can be constructed any type of matter of degree or postgraduate, compulsory, transversal or of another type attending to the different blocks and extracting of each one what each operator (students or teachers) estimate more necessary, of this way allows adapt to any plan of study of any centre. The last step is to create a didactic guide on-line. This guide has hierarchical structure that will allow to the student determine the level of deepening in each subject, according to his profile, needs and interests. Besides, each section will be completed with some questions of car-evaluation and images and illustrations that facilitate the autonomy, the taking of decisions and the apprehension of the matter by part the students.

**47) Barriers inhibiting girls to apply to technology higher education programmes –  
Results from a Hungarian qualitative study**

Dr. Valéria Szekeres

*Institute of Economic and Social Sciences, Óbuda University.*

Co-authored paper: Valéria Szekeres, *Institute of Economic and Social Sciences, Óbuda University*. Lilla Vicsek, *Institute of Sociology and Social Policy, Corvinus University of Budapest*, Erzsébet Takács, *KROLIFY Institute of Opinion and Organizational Research*

There is a shortage of electronic, mechanical engineering and informatics professionals within some segments of the Hungarian labour market. The number of students graduating from technology programmes at universities thus needs to be increased. One possible way to increase the number of students would be to foster the increase of female applicants to such programmes. We conducted a qualitative study at the end of 2011 to investigate what possible barriers stand in the way of getting more female students to apply to technology academic programmes and what means could be utilized to potentially get more girls to apply. Focus groups with female students were conducted at diverse secondary schools, as well as semi-structured interviews with teachers at the same schools (teachers who were either teaching science subjects or were homeroom teachers). In the presentation the results pertaining to the barriers will be the main focus. Results showed that the female students – who were at the last year of their secondary studies – knew extremely little about technology academic programmes and about what technicians actually do. Barriers standing in their way of choosing technology studies included: a. stereotypes existing among some teachers and students on the different abilities, experiences of men and women, and the construction of the investigated professions as “masculine”, b. differential treatment of male and female students by some teachers; c. bad experiences of the students with some science subjects at secondary schools; d. the conception that many technology professions are not compatible with the family tasks of women; e. female students expressing that they are not interested in technology fields; f. for some girls: low self-esteem, and not getting support from their environment to pursue technological academic programmes.

#### **48) Gender-Sensitivity in Academic Teaching – between Normative Demands and Routine Practice**

Prof. Dr. Birgit Bütow, Prof. Dr. Michael Opielka and Franziska Teichmann, M.A

Institute for Educational Sciences, University of Zurich, Department of Social Work,  
University of Applied Sciences Jena, Germany

Academic teaching is actually pressurized by professionalization and quality management not only due to Bologna Process and strategy of New-Public-Management. Gender-sensitive conceptualized and practiced teaching and learning as a professionalization process of teaching at universities is understandable under the aspect of democratization as well as pluralization and emancipation. The speakers will focus in their presentation on academic teaching in its conflicting priorities of normative demand and requirements (e.g. gender mainstreaming) on the one hand, and persisting patterns of interpretation of university lecturers within structural rigidity of the organization on the other hand. Another thematic priority is the culture of the discipline with its implications for academic teaching.

The presented empirical data and findings were part of the research project 'Gender in academic teaching at Thuringia universities' (2010 – 2012) which includes developmental requirements (r&d). Seven German universities joined this project with different research priorities like social sciences, technology and engineering studies.

Research questions are: In which way is the attributed relevance of gender aspects in teaching at universities structured by implicit and explicit knowledge of lecturers? How is a gender-sensitive teaching at universities as a part of a professionalization process above a rhetorical modernization convertible? These questions were investigated on the basis of three different data types. First of all we analyzed guided interviews with experts. Furthermore these findings were triangulated with observations of doing and undoing gender processes in interactions between teacher and students in university lectures. Another kind of empirical data for the triangulation are photos and pictures out of a university magazine. Thus the triangulation will be completed by a document research.

First results show that teachers construct gender-sensitive teaching as unnatural and abstract. Gender connotated subjects require strategies of legitimizing if there is transgression. Furthermore a central ambivalence is in rhetorical support of gender mainstreaming and negation of the relevance of gender in teaching processes.

#### 49) Single-sex education as a way to reach gender equality in engineering?

Mmag. Dr. Anita Thaler

*IFZ Graz, Austria*

In 2008 Austria's first women-only technical college started with the aim to increase women's participation in engineering education and jobs. The pilot programme followed successful mono-educational engineering degree courses at universities of applied sciences in Germany but was and is – like the German ones – not without controversy (Schleier 2009). However, the first class finished in 2010, 15 out of 29 beginners got their college degree and meanwhile the forth class runs the programme.

This paper presents results from the process evaluation of this women-only technical college (Hofstätter et al. 2010), which began 2009 and stills runs to find out what happened to the 15 graduates after their graduation and how they look back to their college time. Participatory observations of classes, interviews with teachers and students, focus group discussions and questionnaires during and after the college should not only provide feedback about the pilot programme to improve the technical college, but moreover answer one important question for us gender researchers: Can mono-education actually de-dramatise gender issues in engineering education and provide gender equality in the long run?

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## **50) Women and men in top academic positions and research management: State of the art**

Hebe Gunnes Senior advisor, Senior researcher/dr.art Cathrine Tømte,  
Deputy Head of Research/dr.polit Agnete Vabø  
*Studies in Innovation, Research and Education, NIFU, Norway*

The paper gives an overview of the different dynamics in the careers of women and men in research. Particular emphasis is placed on acquiring knowledge about the factors that contribute to produce skewed gender balance in top academic positions and research management and factors that may contribute to the opposite. The paper elaborates on findings which derive from a literature review on men and women in research and relevant statistics. This work was performed in the context of the research project *Women's and men's careers in Norwegian research* which will be completed April 2012.

## **51) Professionalization of Gender Equality Staff in the Course of New Public Management Reforms**

Lina Vollmer

*GESIS – Leibniz Institute for the Social Sciences, Center of Excellence Women and Science (CEWS), Germany*

In recent years New Public Management reforms have been established at universities all over Europe. In Germany, these reforms initiated a shift from academic self-governance and strong governmental regulation to a more managerial model and an increase in autonomy. These changes are linked to a professionalization of university management staff. Lately, gender equality work in higher education has been seen as a part of university management and may thus also be affected by professionalization processes. Contributing factors may be new federal programs such as “Research-Oriented Standards on Gender Equality” of the DFG (German Research Foundation) which put high demands on the quality of gender equality work in higher education. Yet, there has not been any empirical research on the professionalization of gender management work or on the people working on gender equality.

Our research project “Change of Gender Equality Structures in Higher Education” seeks to analyze the degree of professionalization of gender equality work and its agents in the course of New Public Management reforms. My paper presents the results of an online survey which has been carried out in February 2012 by CEWS. Our survey includes all gender equality staff at German universities. Using these data the paper analyzes professionalization processes in gender equality work and whether

New Public Management reforms favor these processes. Is gender equality management becoming a profession? And do these developments affect gender equality policy at universities? Examining the link between new reforms in higher education and gender equality this paper addresses the topic “Autonomy reforms in higher education and gender equality”.



## **52) With interdisciplinarity towards a more inclusive, diverse and sustainable engineering education**

*Prof. Dr. Christine Wächter  
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Engineering programmes still today have this aura of a purely technical domain. The social content and context of engineering is – in the majority of study programmes – still not integrated enough and hardly promoted. This contributes to the fact that many students (who are more people-oriented) are continually being discouraged from choosing a career in engineering. A more diverse engineering education would put a stronger emphasis on the social and societal aspects of engineering, thus not only training students more thoroughly for their future work, but also opening up the programmes to a wider set of people other than already now attracted “tunnel-vision-techno-geeks”.

In the EU-project HELENA ([www.fp7-helena.org](http://www.fp7-helena.org)) we analysed 189 engineering degree courses, looked at 24 case studies, and interviewed 162 engineering students in seven European countries (Austria, France, Lithuania, Macedonia, Serbia, Spain, and the UK), to find out if engineering study programmes with more than 25% non-engineering subjects are more attractive to women than ‘traditional’ engineering study programmes and whether women enrolled these interdisciplinary programmes have a higher success rate than women in ‘traditional’ ones.

The majority of study programmes analysed (157) offer less than 25% of non-engineering subjects (ECTS count of compulsory and compulsory optional courses). Only one sixth or 15% (32) were qualified as interdisciplinary. Our data analysis showed that interdisciplinary study programmes have 13%points more women first year students, 15%points more women in the total enrolment, and 16%points more women graduates. A strong case can be made for interdisciplinarity as a means to make engineering education more inclusive, diverse and sustainable.

But interdisciplinarity not only means bringing non-engineering subjects into engineering education, it also calls for an inclusion of some science and engineering competencies in humanities, social sciences, etc. as well. Not only to enable citizens in general to critically reflect developments in our technological society but also to empower them to assess technologies, get engaged, involved and participate in discussions and debates about socio-technological issues. The plea for more informed

citizens leads to the necessity of including techno-literacy into non-engineering education as well.

### **53) An intervention to empower mid-career university staff**

Dr. Kate White, Adjunct Research Fellow

*School of Education and Arts, University of Ballarat, Australia*

This paper analyses the effectiveness of a new career intervention for mid-career women, predominantly administrative staff, piloted in 2009 in a newer Australian university.

The research is located within discourses in relation to career opportunities for non-academic or general staff, choice and careers, work-life balance, and the role of gender equity programs in broadening an understanding of haracterized culture.

Qualitative interviews were undertaken with 25 of the 27 participants in the 2009 program – which included a formal mentoring component – soon after its completion to assess what worked and what didn't work. In addition surveys were forwarded to their managers.

Participants said they were supported in their careers by family, partners, managers and co-workers and most gained enormous satisfaction from their work. The least satisfactory aspects were lack of stimulation and challenge, the bureaucracy and the frustrations it produced, and the impact of management on staff. Most balanced work and other responsibilities, despite the constant juggling of those with school age children. However several considered that they had had to make a choice between family and career.

The program was overwhelmingly an empowering experience, evident in the positive language used to describe their career journey throughout 2009 and generally met or exceeded their expectations. It had improved levels of confidence and their desire to engage in further career development. Almost half had, as a result of their participation, enrolled in another career development program or in formal study. All the women interviewed affirmed the importance of gender equity programs in creating a supportive and safe learning environment. Mentoring mostly worked well for both parties and provided participants with support and encouragement.

The feedback of managers was strongly positive and indicated that the program had led to higher levels of confidence, better team work and to participants taking more initiative.

## **55) “Gender-responsive Pedagogy” – A Theoretical and Practical Model for Educationalists**

S. Winheller

*Germany*

Formally, school understands itself as sex and gender neutral institution. However at the same time sex-typing assignments are supported by reproducing the means through curricular contents and interactions. Teachers and students are active participants and involved in this process of production of classifications and restrictions. Against this background, the objective of this approach is the development and formulation of a theoretical and practical model on gender-sensitive and reflexive pedagogy for educationalists (see also “Forum for African Women Educationalists” 2006).

The postdoctoral lecture qualification project pursue the goals of (1) developing a theoretical framework of a “Gender-responsive Pedagogy”, which should be implement in practice, promoting the professionalization of teachers with regard to the aspects of “gender awareness” and “gender competence”. (2) Using the theoretical approach as testing framework for a survey of educational handling regarding gender related heterogeneity in school (Petty & Cacioppo 1986, Faulstich-Wieland & Horstkemper 1991, Prengel 1993), and (3) the promotion of gender competence through reflection of hierarchies, attitudes, routines and subjective theories by inserting the method of Biographical Self-reflection (Gudjons 2009).

At this point the development of alternative responsive strategies and options for future actions will be guided by the question of whether or not, alone the addressing of the category “gender” is inadequate and other aspects such as inequalities, hierarchies or differences are more sustainable to initiate a deliberate reflection of gender issues in school. The focus of the model is the interrelationship of these aspects and the respective implementation to educational practice. It must be clarified, how constructions, distinctions and classifications as well as the construction of (stereo-) types are made and how this affects the educational level of action and logic.

## **56) Careers against all odds: Career pathways of highly skilled female migrants at German universities**

Andrea Wolffram  
*Germany*

In the last thirty years highly skilled migration has become a topic of increasing importance in Germany. In the context of the ongoing haracterized labour markets have expanded and overcome national borders. In this context a great amount of people migrated from Eastern European countries to Germany. Among these migrants the amount of women is much higher than are common rates of female professionals in science and technology in Germany, where these subjects are much more gender segregated than it is the case in many former Soviet countries.

These developments supplied the background of the research project “Highly skilled female migrants in technological cutting-edge research at universities - effects of migration on highly qualified women’s professional careers in science and technology”<sup>1</sup>. The main objective of the project was to figure out basic conditions which determine the continuity and success in the career progressions of migrant women in academia and causes for carrier setbacks respectively. Therefore the intersectional influence of gender, ethnicity and cultural background was analysed to gain knowledge of mechanisms of downgrading and exclusion from university careers.

According to our research findings especially female migrants have to face a variety of hindrances on their way to integrate into the German academic labour market in order to continue their occupational career.

Despite the fact that due to their education they belong to a privileged group of migrants their situation is haracterized by the specific influence of different categories of social disparity and differentiation.

In my presentation I’d like to focus on how successful female scientists succeeded to overcome these barriers and which personal, social and structural constellations advanced or hindered their efforts.

<sup>1</sup> The project is funded by the German Federal Ministry of Education and Research, the European Social Fund and the European Union.

## **57) Rectors as change agents for equality: requirements and challenges in autonomous universities**

Angela Wroblewski

*Institute for Advanced Studies Vienna, Austria*

Gender equality policies at Austrian universities have a long tradition starting in the 1980s. Since the implementation of the new organizational law (Austrian Universities Act 2002) the framework for gender equality policies changed fundamentally. Now universities are autonomous institutions and university management (especially the rector) is responsible for the development and implementation of gender equality policies. Hence, during the last years a broad variety of policy mixes at universities developed and within this policy mix the role of the rector differs. A comprehensive analysis of the implementation of gender equality policies shows that also the results achieved differ. At several universities female participation in top positions increased. However, some universities also were successful in questioning and changing traditional practices, which contribute to gender bias although they are seemingly gender neutral. We suppose that only the second case leads to a sustainable change towards gender equality.

The key role of rectors in that context is evident: A first precondition is a commitment to gender equality goals in strategic documents. Moreover it is necessary to address the topic constantly, to develop a consistent and coherent policy mix in which gender equality goals are integrated and to adopt existing steering instruments accordingly. Furthermore university management has to provide room for reflection of everyday practices at an institutional level. This requires not only a high level of gender awareness of rectors but also cooperation with internal and external gender experts.

The paper discusses experiences at selected Austrian universities with regard to the criteria mentioned and results achieved. The analysis refers to case studies based on the analysis of strategic documents, interviews with members of university management and academic staff as well as gender experts. The analysis reveals the importance of small wins and constant reflection of everyday practices to approach gender equality.

## **58) Two Steps Forward, One Step Back: European Research Councils and Experience with Gender Balance Policies**

Liisa Husu  
Sweden

Research on gender in science and technology and recent European expert reports have identified barriers in scientific decision making as key to preventing the recognition of female talent and the promotion of gender equality in science. The over-representation of men in influential gate-keeping positions such as chairs and members of scientific decision-making bodies, and the stereotypical assumptions about the role of gender in research both contributed to barriers to women in science.

European and national research funding has a profound impact on both individual research careers and on knowledge production, shaping future directions of science and the scientific labour force. Gender imbalance in Europe among those who decide and advise on competitive research funding is notable (She Figures 2009). Thanks to empirical studies and mobilization by female activists, European national and transnational research councils are increasingly imposing gender quotas in their composition. An important element in these policies has been the role of European Union research praxis in terms of gender representation in decision-making. However, in a few national settings, such as in some Nordic countries, the issue of gender balance in science decision-making has been on the policy agenda notably earlier, since the 1980s. This contribution will explore the extent to which quota/targets in European Union science policy, and in the European Science Foundation decision-making have been influential at the national level. To what extent have national arguments vis a vis women's representation in decision-making and advisory bodies, as opposed to European arguments been decisive in the adoption of gender balance measures in national research councils? The case of federalized Belgium will be compared with the unitary state case Finland.

## 59) Ascent through mentoring

Dagmar Höppel

*Germany*

The project „Aufwind mit Mentoring“, is studying the efficiency of scholarship programs for women in academia, using mentoring programs as examples. Following the phase of data collection, first results are available. Key aspects of the evaluation include the review of best practice models, a development of consistent quality standards and a deduction of recommended action for the future.

First we collected data to develop a ‘mentoring landscape’ in Germany. Then we selected nine mentoring programs for our evaluation. Three of those target high potentials, the other six mixed degrees or MINT fields of studies (mathematics, computer science, natural Science or technical subjects). At the beginning of the project, a documentary analysis was carried out using data provided by the program coordinators. Following that, an online questionnaire was used to acquire quantitative data (rate of return: 40 %; ca. 400 answers), while members of the project team conducted approximately 80 interviews with mentors, mentees, program coordinators, equal opportunity officers and university principals and chancellors. Those interviews are being evaluated at the moment.

This paper will present the project design as well as the first results. Questions to be answered include the continuation and stabilization of mentoring programs, target group orientation and differentiation. In addition, questions include sustainability, role preparation for mentors and mentees, quality standards and recommended action as well as framework requirements for successful mentoring. A special focus is set on the ability of mentoring to change institutional structures.

The project was funded by the Federal Ministry of Education and Research (BMBF) in Baden-Württemberg and conducted in the coordination office of LaKoG (Conference of Equal Opportunities Officers at Universities and Academic Institutions in Baden-Württemberg). Its duration is three years, which will end in December 2012.



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## Notes





**THE ARTIST: MARIE STORAAS (31)**  
IS A MASTER DEGREE STUDENT AT  
BERGEN ACADEMY OF ART AND DESIGN.  
SHE WILL PRESENT HER BACHELOR  
PROJECT AT THE CONFERENCE AND  
HER PAINTINGS WILL BE EXHIBITED  
DURING THE CONFERENCE.

