



Research and Training Network  
Women in European Universities  
Prof. Dr. Annette Zimmer  
Westfälische Wilhelms-Universität  
Institut für Politikwissenschaft  
Scharnhorststraße 100/Platz der Weißen Rose  
48151 Muenster

**Research and Training Network**

**Women in European Universities**

***Final Report 2000-2003***



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## **Part A - Research Results**

### **A 1. Scientific Highlights**

#### ***Preliminary Remarks***

The research and training network "Women in European Universities" provided young scientists, who, with one exception, were all doctoral students, with the unique opportunity to be trained in accordance with the Humboldtian tradition of closely linking training and research. The focal point of the research was to investigate the reasons for the under-representation of women in positions of authority at European universities. In order to analyze this topic the network followed a rigid work plan consisting of four distinctive "Work Phases". Within each work phase the group of young scientists addressed specific research questions by using the research method which was most suitable for investigating the work phase's specific topic of investigation:

- Work Phase I focused on the investigation of the systems of higher education specific to the individual countries. The focal point of investigation was, whether there is a nexus between the university system and the chances of women being offered a chair.  
By conducting contextual analysis of the university systems in the countries under study, doctoral students made themselves familiar with the university system of their host countries. The contextual analysis included issues related to the structure, management and funding of universities, and a description of the career pattern within each system.
- The purpose of Work Phase II was to provide a statistical profile of the status of women in higher education in the countries under study by using the methodology of secondary statistical analysis. The central research question addressed within this work phase was whether there is progress with respect to the rapprochement of gender equality in higher education.  
By using data primarily derived from the national statistical offices of the countries under study, the doctoral students provided statistical portraits of the position of women within the system of higher education in their host countries.
- Work Phase III took a closer look at career paths and working conditions in academia by conducting a survey of male and female professors working in selected disciplines in the countries under study. The central question of this work phase was, whether there

are significant differences between female and male professors with respect to career advancement, job satisfaction, and workload.

By analyzing the data derived from the surveys doctoral students provided profound insights of life and work in academia in the countries under study, while particularly emphasizing the difficulties of female professors to combine work and family life.

- Against this background Work Phase IV focused on specific aspects of career development and advancement in academia by using qualitative research methods and case studies respectively. The research of this work phase aimed at unraveling the so-called patriarchal culture of universities by conducting either semi-structured or focus group interviews with young scientists at the beginning of their academic careers and/or with full professors in selected disciplines in the countries under study.

The results of each work phase are documented in Training Papers, the purpose of which are twofold: Firstly, to provide an in-depth analysis of the status of women in the countries under study, and secondly, to document the learning progress of the doctoral students with respect to their knowledge of social science research methodology. In other words the training papers of the doctoral students constitute the core scientific outcome of the network. Moreover by providing country-specific in-depth information, the training papers served as a focal point of reference for the doctoral students in the process of developing their specific research topics, which they further investigated while working on their doctoral thesis. Based on the training papers, the following section summarizes the outcome and scientific results of the four work phases of the network.

## **Results of Work Phase I: Higher Education Systems in Europe**

### ***Historical Roots of Male Dominance in Academia***

The starting point of the network's investigation was the fact that in the countries under study the academic profession can by and large be described as male dominated. As clearly documented in the Training Papers 01, male dominance in academia has crucial historical roots. Universities, as prime institutions of higher education, can look back upon a long history dating back to the middle ages. However, women were barred from entering universities until the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> centuries.

### ***Convergence towards the Anglo-Saxon Model***

Three distinct models of higher education were identified, focusing on the embeddedness of universities in the countries under study:

- The Napoleonic Model, still strongly in place in France, conceptualizes universities as an integral part of state administration.
- According to the Anglo-Saxon Model, primarily in place in Great Britain, universities are private non-profit institutions, governed by elected board members who are responsible for the management of the organization.
- The Humboldtian Model, with Germany as its home country, stands in-between the French and the British university traditions. In accordance with the French model, universities are part of state administration, but in contrast to the French Model, they enjoy a certain degree of autonomy most strongly evident with respect to recruitment procedures.

Up until recently, the Humboldtian Model has served as a point of reference for the majority of the countries under study. Currently the Anglo-Saxon Model, with its focus on efficient management techniques, is increasingly gaining importance. Privatization and marketization are the buzzwords of the current debate on university reform in Europe. However, the reform process does not translate into an enhancement of the societal status of universities; on the contrary, universities are currently shifting towards an efficiency and out-put oriented model of organization. This development has a significant impact on the funding of universities and implicitly also on their employment structures.

### ***Devaluation of Universities by Reducing Public Financial Support***

As clearly documented in the Training Papers of Work Phase I, despite broad public demand and appreciation by politicians, universities are affected by an ongoing process of devaluation. Decreasing public financial support is the most important indicator of this development, which is affecting the systems of higher education in the countries under study, albeit to various degrees.

### ***Casualisation of Careers at Universities***

In order to counteract decreasing public funding, universities in the countries under study are increasingly turning to a market-style of governance and management, including salary cuts. The introduction of new public management has a significant impact on working conditions and career patterns at universities. Academic staff, particularly in the early stages of a career,

are increasingly on short-term and low paid contracts. As clearly documented by the Training Papers 01 and by the research of the faculty member Prof. Siemienska, the casualisation of employment conditions at universities affects women in particular. Renata Siemienska coined the expression “Winners among losers”, to characterize the specific situation of female academics, who are welcomed by the management of universities as well-trained and motivated "cheap labour".

The outcome of Work Phase I is documented in the following Training (doctoral students), and Conference Papers (Faculty Members and Associated Researchers):

**Training Papers (TP):**

<b>Author</b>	<b>Title</b>	<b>Serial no.</b>
Jessica Bösch	The Integration of Women in Austria’s Universities	TP 00/01
Susana Vázquez-Cupeiro	The System of Higher Education in the UK	TP 01/01
Anett Schenk	The System of Higher Education in Sweden	TP 01/02
Stéphane Portet	Higher Education System: Poland’s Main Facts	TP 01/03
Agnieszka Majcher	Women in German Higher Education	TP 01/05
Christian Poulsen	Austria’s System of Higher Education	TP 01/06
Jessica Bösch	Women in Spanish Universities	TP 01/07

**Conference Papers (CP):**

Jürgen Enders	Down by Law? Employment and Working Conditions of Academic Staff in Europe	CP 00/05
Renata Siemienska	Women in Academe in Poland: Winners among Losers	CP 01/04

## **Results of Work Phase II: Statistical Portraits of Higher Education Systems in the Countries Under Study**

### ***Horizontal and Vertical Segregation***

In the countries under study the status of women at universities is characterized by horizontal as well as vertical segregation. Despite the fact that female students currently constitute about 50% of the student population in the countries under study, up until now top-ranking positions at universities are by no means feminized. Although there are significant differences with respect to the proportion of women in high-ranking positions at universities in the countries under study, their share is still far away from gender equality. According to our analysis of the countries under study, Germany and Austria have the lowest percentage of female professors (11% C-4 & C-3 in Germany; 4,4% in Austria), Poland shows the highest share (18,5%), followed by France (14%), Spain (13,7%), Sweden (12%) and the United Kingdom (10%). Although the number of female academics increased in the last 30 years in both the lowest (lecturer) and the highest (professor) ranks, there is still a significant gap between the proportion of women in the lowest and in top-rank positions. Women are more likely to hold positions of a lower status than their male colleagues.

However, besides horizontal segregation, universities are also characterized by strong vertical segregation: In other words, female students as well as female professors - are clustered in a small number of academic fields and disciplines, particularly in the humanities and social sciences.

### ***Prestigious Institutions Are Hard to Access for Women***

There is significant connection between the age and reputation of a university and its accessibility and openness to female academics. An analysis of the university landscape of Great Britain and Spain from a comparative perspective came to the conclusion that the most prestigious and the oldest universities in the countries do not easily accept women as members of their faculties. All in all, the newly founded institutions (e.g. in Spain or the UK) are more permeable for female academics than the traditional universities.

### ***Casualisation of Employment Conditions***

Complementing the picture provided by the contextual analysis, the secondary statistical analysis gave further proof to the fact that there is an increasing casualisation of employment

conditions at European universities. This is clearly documented for Poland and also for Great Britain. With respect to Great Britain research conducted by the network's doctoral student Susana Vázquez-Cupeiro proved that particularly women are affected by this trend. Susana Vázquez-Cupeiro titled her Training Paper with the question "Are Women the Creeping "Proletariat" of British Academia?". She came to the conclusion that, from a statistical point of view, this question had to be answered with a clear "yes".

### ***Success of Affirmative Action Programs***

From a statistical point of view, there is no connection between affirmative action programmes implemented at universities and the share of female academics holding positions of authority. On the contrary, those two countries where affirmative action programmes have been most strongly enforced by law, Austria and Germany, turned out to have the lowest ratio of female professors; whereas the countries which are characterized by an explicit patriarchal culture and a strong influence of the Catholic Church, Spain and Poland respectively, turned out to have the highest share of female professors of the countries under study. Since there is no easy explanation for this peculiar situation, the topic was taken up again during Work Phase IV using qualitative methodology.

The outcome of Work Phase II is documented in the following Training and Conference Papers:

#### **Training Papers (TP):**

<b>Author</b>	<b>Title</b>	<b>Serial No.</b>
Susana Vázquez-Cupeiro	Are Women the Creeping "Proletariats" of British Academia? – A Statistical Portrait	TP 02/01
Anett Schenk	Women in Swedish Higher Education – A Statistical Overview	TP 02/02
Stéphane Portet	Women in Polish Academia – A Statistical Overview	TP 02/03
Agnieszka Majcher	Women's Inroads into German Academia	TP 02/04
Christian Poulsen	Statistical Profile of Women in the Austrian Higher Education System	TP 02/05
Jessica Bösch	Enough Women in Spanish Academia?	TP 02/06
Emanuelle Latour	A Statistical Analysis of Gender Inequality in French Academia	TP 02/07

**Conference Papers (CP):**

Christine Roloff	Infrastructure and Framework Conditions for Careers in Higher Education in Germany	CP 01/01
Renata Siemienska	Academic Careers in Poland and their Context: An Intergenerational Comparison	CP 02/04
Sabine Kock	Gender Equality at European Universities within the Context of University Reform	CP 00/04

**Results of Work Phase III: Surveys of Career Paths, Working Conditions, Job Satisfaction, Family Background and Way of Life of Male and Female Professors**

During Work Phase III more than 3400 interviews with female and male professors in the countries under study were conducted using a questionnaire which focused on career paths, working conditions and attitudes of the interviewees. In Germany, the survey has been made possible by a generous grant from the Federal Ministry of Education and Research, whereas in the other participating countries costs of the surveys were covered using funds from the network grant.

***Homogenization of Career Paths***

Despite national differences and distinct systems of higher education in the countries under study, career paths tend to become increasingly homogeneous, with respect to years of study and time invested in the career. It takes about eight to ten years after passing the doctorate degree until a young scientist, whether male or female, is offered a chair. In this respect Poland is an exception. Professors are appointed by the President of the Republic approximately ten years after they have passed habilitation.

***Motivation***

"To follow specific interests" and "to be able to work autonomously" are regarded as the most significant incentives for deciding in favour of a university career. Both job incentives are closely connected to doing research. Therefore, despite current political rhetoric, research serves as the bedrock of a career at university. It is the strongest incentive to follow this career track for men and for women.

### ***University Professors - A Homogeneous Social Group***

There are almost no differences between male and female professors with respect to the motivation to embark on and follow a university career. From a retrospective point of view, both male and female professors are highly interested in doing research. They are passing the various career stages (MA thesis, PhD, Habilitation and appointment as a professor) more or less at the same time. With respect to scientific output (publications, chairing conferences, getting research grants), differences between male and female professors are also not significant. All in all, university professors share similar family backgrounds, generally coming from well-educated families in which both parents have a superior education. Finally, even with respect to marriage, university professors tend to stick together. In the countries under study, almost 50% of female professors, who were living with a partner, were married to a faculty member.

### ***The University - An Unfriendly Environment for Women***

Despite the fact that male and female professors constitute a homogeneous social group, they experience their working environment, and particularly science and the university, quite differently. Firstly, female professors express feelings of burn-out, exhaustion and anxiety more often than their male colleagues. Female professors in the countries under study unanimously complained about the overload of work, specifically administrative work. Secondly, while their male colleagues indicated that female professors are thoroughly appreciated in their departments and highly acknowledged by the scientific community, female professors did not agree with these judgements. On the contrary, they perceived themselves as being not accepted by their colleagues in their departments and in the scientific community. However, both, male and female professors agreed to the statement that women have to work very hard to get on in science and at the university. Thus, female professors pointed out that they had to make sacrifices with respect to spending time with their friends, partner or children more often than their male colleagues, in order to be offered a chair. Against this background it becomes understandable that, compared to their male counterparts, significantly more female professors are living alone and do not have children, whereas the majority of male professors enjoy a traditional family life with a partner who is primarily responsible for the housework and child-rearing.

The outcome of Work Phase III is documented in the following Papers and Publications:

**Training Papers (TP)<sup>1</sup>:**

<b>Author</b>	<b>Title</b>	<b>Serial No.</b>
Susana Vázquez-Cupeiro / Juan Martín Fernández	Career Trajectories and “Patriarchal Support Systems” in Spanish Academia – A Quantitative Approach	TP 03/01
Anett Schenk / Holger Krimmer	Academic Careers in German Higher Education	TP 03/02
Agnieszka Majcher	Gender and Academic Careers in Cross-national Perspective: Preliminary Results from a WEU Survey in Poland and Germany	TP 03/04
Christian Poulsen	Questionnaire on Work Conditions for Full Professors in Europe: The Swedish Case	TP 03/06
Emmanuelle Latour / Stéphane Portet	Gender and Career Paths in French Universities: An E-mail Survey	TP 03/07
Lydia Buchholz	Professorship and Gender at Austrian Universities - An Analysis of Gender-specific Differences among Female and Male Professors	TP 03/09
Miranda Leontowitsch / Susana Vázquez-Cupeiro	“Above the Glass Ceiling?” Preliminary Report of Postal Survey of University Professors in the UK	TP 03/13

Due to the fact that the survey in Germany was made possible by a grant of the German Federal Ministry of Education and Science, first results of the German survey are summarised in the following brochure, which was financed by the grant of the Ministry:

- Holger Krimmer/Freia Stallmann/Markus Behr/Annette Zimmer (2003): Karrierewege von ProfessorInnen an Hochschulen in Deutschland, Münster (Broschüre)

The following publication is based on the outcome of Work Phase III:

- Erna Appelt (Hrsg.) (2004): Wissenschaftlerinnen in Österreich. Lit Verlag: Hamburg/Wien (in preparation)
- **Lydia Buchholz (2004):** Karriere österreichischer Wissenschaftlerinnen. Verläufe und Bedingungen erfolgreicher Wissenschaftskarrieren von Frauen. In: Erna Appelt (Hrsg.): Wissenschaftlerinnen in Österreich. Lit Verlag: Hamburg/Wien (in preparation)

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<sup>1</sup> As indicated, due to time constraints and in order to save printing costs in several countries the outcome of Work Phase III and IV were put together in one issue.

- **Jessica Bösch (2004):** Neoliberale Universitätsreform in Österreich – Risiken und Chancen für die Geschlechtergerechtigkeit. In: Erna Appelt (Hrsg.): Wissenschaftlerinnen in Österreich. Lit Verlag: Hamburg/Wien (in preparation)
- **Tanja Kreetz (2004):** Wissenschaftlerinnen an außeruniversitären Forschungseinrichtungen in Österreich. In: Erna Appelt (Hrsg.): Wissenschaftlerinnen in Österreich. Lit Verlag: Hamburg/Wien (in preparation)

## **Results of Work Phase IV: Case Studies on Career Paths, Working Conditions, and Job Satisfaction of Male and Female Academics**

### ***Tightrope Walking Between Masculine Characteristics and Being Charming***

How do female professors succeed in such women-unfriendly environments? How do they make it to the top of the university career ladder even in countries that are characterized by a patriarchal culture and a strong Catholic background? According to the results of the case studies, a combination of being tough, but at the same time charming, is regarded as the key to success. In order to pass the exams, to be invited to conferences and to publish in acknowledged journals, female academics have to be tough and hard working, particularly if they, as in the case of Spain, are lacking the support of a peer group or mentors. In order to be accepted in the department, and partly also in the scientific community, they also have to be able to display stereotypical feminine characteristics, such as being nice and charming. In general, due to the very traditional male dominated patriarchal culture of universities women have to fulfill a "gender contract" in order to be accepted by the community. They are hard working scientists; however, at the same time, they are also accepting the patriarchal culture of the university, thus playing according to the rules by being nice and charming.

### ***Family Background and Networking Matter***

The outcome of the case studies conducted in Work Phase IV clearly indicates that family background plays a significant role. University professors look back upon a childhood in which academic achievements were highly appreciated by their parents. Furthermore, academic excellence is highly acknowledged by friends and partners of academics.

However, academic achievement alone does not lead to success. Besides excellent grades and publications in well-known journals, there is a decisive need for good networking within the academic field, and a good mentor is essential to support and encourage up and coming academics in their work.

The outcome of Work Phase IV is documented in the following Training and Conference Papers, which specifically investigate the topic of tightrope walking between two cultures and individual life styles and attitudes:

**Training Papers (TP)<sup>2</sup>:**

<b>Author</b>	<b>Title</b>	<b>Serial No.</b>
Susana Vázquez- Cupeiro	A Qualitative Review of the University Reform in Spain – Meritocracy, Endogamy and the Gendered Opportunity Contexts	TP 03/01
Anett Schenk	Female Professors in Sweden and Germany	TP 03/03
Agnieszka Majcher	Deepest Secret: Talking Gender Discrimination with Polish Professors	TP 03/04
Daniel Bjerstedt	Women’s Catch 22: Researching the Top in an Academic Career	TP 03/05
Christian Poulsen / Juan Martín Fernández	Professors Talk on Prestige: The Case of Sweden and Spain	TP 03/06
Emmanuelle Latour / Stéphane Portet	Building Networks in French Academia	TP 03/07
Beata Zawadzka	From Social Role to Self-Identity. A Cross-National Study on Ph.D.- Students’ Representation of the “Academe” and “Sexual Harassment”	TP 03/08
Lydia Buchholz	Work Situation and Career Perspectives of Junior Faculty in Austria	TP 03/09
Tanja Kreetz	Female Researchers in Public Non-University Research Institutions in Austria and Work Situations and Career Perspectives of Female Researchers in Austria	TP 03/10
Jessica Bösch	Is Academia Still an Attractive Career Opportunity for both Women and Men? The New Employment Law in Austria from the New Generation of Academics’ Perspective	TP 03/11

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<sup>2</sup> As indicated, due to time constraints and in order to save printing costs in several countries the outcome of Work Phase III and IV were put together in one issue.

Dagmar Ortner	Female Immigrants in Austrian Higher Education	TP 03/12
Miranda Leontowitsch / Susana Vázquez-Cupeiro	“Merit, Luck, and a good Nanny?” Exploring the Intricacies in the Career Trajectories of Women Academics in Psychology and Engineering	TP 03/13
<b>Conference Paper (CP):</b>		
Christine Musselin	Academic Labour Markets: How Do They Work?	CP 03/01

## **A.2 Joint Publications**

- 1) **Agnieszka Majcher** / Annette Zimmer (2003): Hochschule und Wissenschaft: Karrierechancen und Hindernisse für Frauen. In: Koordinierungsstelle des Netzwerkes Frauenforschung an der Universität Dortmund (Hrsg.): Handbuch der Frauen- und Geschlechterforschung. Opladen: Leske+Budrich (in press)

The article of **Majcher/Zimmer** summarizes the current situation in gender research with a special focus on female career chances in academia, particularly at German universities.

- 2) Ece Göztepe-Çelebi / Annette Zimmer (Eds.) (2003): German Policy Studies (Special Issue): “German Higher Education Reform from a Comparative Perspective” (<http://www.spaef.com/GPS>)
  - Ece Göztepe-Çelebi / Freia Stallmann / Annette Zimmer (2003): Looking Back: Higher Education Reform in Germany. In: German Policy Studies (Special Issue): “German Higher Education Reform from a Comparative Perspective” (<http://www.spaef.com/GPS>)
  - **Agnieszka Majcher** (2003): Gender Inequality in German Academia and Strategies for Change. In: German Policy Studies (Special Issue): “German Higher Education Reform from a Comparative Perspective” (<http://www.spaef.com/GPS>)

The special issue “German Higher Education Reform from a Comparative Perspective” of the online journal "German Policy Studies" edited by Ece Göztepe-Çelebi and Annette Zimmer, analyzes the current university reform movement in Germany against an international, specifically European background.

Referring to Germany as a case study **Agnieszka Majcher**'s contribution "Gender Inequality in German Academia and Strategies for Change" published in the aforementioned issue of "German Policy Studies" verifies the hypothesis that affirmative action programmes have little effect on gender equality.

- 3) Renata Siemienska / Annette Zimmer (Eds.) (2004): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)
- **Anett Schenk** (2004): Female Professors in Sweden and Germany. In: Renata Siemienska / Annette Zimmer (Eds.): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)
  - **Stéphane Portet** (2004): Women in Polish Academia – A Statistical Overview. In: Renata Siemienska / Annette Zimmer (Eds.): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)
  - **Emanuelle Latour** (2004): A Statistical Analysis of Gender Inequality in French Academia. In: Renata Siemienska / Annette Zimmer (Eds.): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)
  - **Agnieszka Majcher** (2004): Gender and Academic Careers in Cross-national Perspective. In: Renata Siemienska / Annette Zimmer (Eds.): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)
  - **Christian Poulsen / Juan Martín Fernández** (2004): Professors Talk on Prestige: The Case of Sweden and Spain. In: Renata Siemienska / Annette Zimmer (Eds.): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)
  - **Susana Vázquez-Cupeiro** (2004): Are Women the Creeping “Proletariats” of British Academia? In: Renata Siemienska / Annette Zimmer (Eds.): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)
  - **Lydia Buchholz** (2004): Professorship and Gender at Austrian Universities. In: Renata Siemienska / Annette Zimmer (Eds.): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)
  - **Jessica Bösch** (2004): The Integration of Women in Austria's Universities. In: Renata Siemienska / Annette Zimmer (Eds.): Women in European Universities. Wydawnictwo Naukowe Scholar: Warsaw (in preparation)

The volume edited by Renata Siemienska and Annette Zimmer "Women in European Universities", provides an excellent overview of the current discussion on the so-called

feminization of academia in Europe. The volume is based on the Training Papers of the doctoral students of the network, which were revised and further developed for publication.

- 4) Erna Appelt (Hrsg.) (2004): Wissenschaftlerinnen in Österreich. Lit Verlag: Hamburg/Wien (in preparation)
- **Lydia Buchholz:** Karriere österreichischer Wissenschaftlerinnen. Verläufe und Bedingungen erfolgreicher Wissenschaftskarrieren von Frauen. In: Erna Appelt (Hrsg.): Wissenschaftlerinnen in Österreich. Lit Verlag: Hamburg/Wien (in preparation)
  - **Jessica Bösch:** Neoliberale Universitätsreform in Österreich – Risiken und Chancen für die Geschlechtergerechtigkeit. In: Erna Appelt (Hrsg.): Wissenschaftlerinnen in Österreich. Lit Verlag: Hamburg/Wien (in preparation)
  - **Tanja Kreetz:** Wissenschaftlerinnen an außeruniversitären Forschungseinrichtungen in Österreich. In: Erna Appelt (Hrsg.): Wissenschaftlerinnen in Österreich. Lit Verlag: Hamburg/Wien (in preparation)

The volume edited by Erna Appelt portrays working conditions and career perspectives at universities and research institutes of female academics in Austria. The volume gives special attention to the impact of the recently introduced university laws, which are significantly affecting working conditions and employment structures at universities. The volume will include some of the Training Papers of the network, which are currently being revised for publication.

## **Part B - Comparison with the Joint Programme of Work (Annex I of the contract)**

### **B.1 Research Achievements**

#### **Research Objectives**

The research objective of the project was to systematically and comparatively assess the professional situation of women in European academia, more specifically:

- to investigate the embeddedness of career patterns in European academia by conducting a contextual analysis of the systems of higher education in the countries under study;
- to provide statistical portraits of the systems of higher education in the countries under study with a special emphasis on the status of women in academia;
- to research career paths in academia by conducting:
  - a) surveys of male and female professors (quantitative approach) in each participating country
  - b) "case studies" via interviews (qualitative approach) with female and male academics who are at different stages of their career paths.

The above mentioned objectives were reached within the time limit of the project. The results of the research undertaken are documented in 27 Training Papers, which summarize the outcome of the research according to country, whereas the three Work Phase Reports sum up the most important results and/or document the working process of the respective Work Phase.

#### **Research Method**

In accordance with its work plan the network applied the following research methods:

##### ***Quantitative Methods***

- *Secondary statistical analysis*

Analysis of data provided by various sources, among them Eurostat, the National Statistical Offices (e.g. Statistisches Bundesamt), regional statistical offices, and

statistical offices of selected universities (for further information see Training Papers 02)

*- Survey research*

Realization of the whole range of activities which are necessary for conducting a survey of the population of female professors in every discipline / or (depending on the size of the population) in selected academic disciplines in the countries under study. These included: sampling, designing a questionnaire (covering 81 items), coding, data processing, analyzing the data by using SPSS, and writing up a first overview of the results (for the results and further information see Training Papers 03).

***Qualitative Methods***

*- Case Study*

Designed as an in-depth analysis of one unit by conducting semi-structured interviews (focus group and / or expert interviews) (for the results and further information see Training Papers 03)

***Comparative Approach***

In order to guarantee comparability of the data, the network worked out and agreed upon a common definition of "university" and "professor". The research was based on the definition of "university" as an institution of higher education awarding doctoral degrees. "Professor" was defined within the project as referring to the two top ranking positions in the academic hierarchy in the countries under study (e.g. in Germany C-4 and C-3 or in France Full Professor and Maitre de Conference).

**Breakdown of Tasks**

As outlined in the Work Plan (Annex I) the project was structured in four Work Phases, each of them being assigned a specific work load or research objective respectively.

- ***Work Phase I:*** Analysis of the embeddedness of the systems of higher education in the countries under study, covering aspects of historical development of the system of higher

education, its legal and funding structures, career paths of the top ranking personnel (professors), and measures of affirmative action.

The contextual analysis of the systems of higher education were primarily based on the analysis of the country specific literature covering a wide range of disciplines from history to law and political science.

During this work phase the research of the doctoral students was specifically supervised by the faculty members Annette Zimmer and Erna Appelt.

- **Work Phase II:** Statistical portraits of the systems of higher education in the countries under study with a special emphasis on the professional status of women.

Faculty members Klaus Schubert and Paloma de Villota were responsible for the supervision of the research of the doctoral students during this work phase.

- **Work Phase III:** Analysis of career paths, working conditions, and job satisfaction of male and female professors in the countries under study, by drawing on the results of survey research. In Sweden and Austria the survey covered the population of the country's female professors and a matching group of male professors. In Germany, Poland, France and Spain the survey included the population of female professors of the following six disciplines 1) natural sciences (covering mathematics, physics, chemistry, biology), 2) business administration and economics, 3) law, 4) social sciences (covering sociology, political science, psychology), 5) humanities (national philology, history) and 6) engineering, and a group of male professors of similar size that was also sampled in accordance with the six disciplines.

Research of the doctoral students during this work phase was supervised by the faculty members Renate Siemienska, Annette Zimmer, Klaus Schubert and Paloma de Villota.

- **Work Phase IV:** Analysis of career paths and working conditions in academia by conducting case studies of specific units (female professors of selected disciplines, young scientists at selected stages of their careers, doctoral students, academics employed by research institutes), by taking a comparative approach (comparisons of Sweden and Germany, Germany and Poland, France and Poland, France and Austria) or by investigating impacts of current changes of the legal environment in academia (Spain, Austria).

Particularly the faculty members Antoinette Hetzler, Nicky Le Feuvre and Mary-Ann Elston supervised the research of the doctoral students during this work phase.

## **Time Schedule and Milestones**

In accordance with the work plan of the project (Annex I), the above-indicated tasks had to be accomplished within a rigid time schedule assigning each work phase a specified number of months. Due to problems connected with the set-up of the project and its ambitious research objectives, the time schedule had to be adjusted. The difficulties were related to:

- transference of doctoral students to their host countries (Work Phase I),
- getting data for the secondary statistical analysis and, furthermore, analyzing the data from a comparative perspective (Work Phase II),
- scope of the surveys (Work Phase III).

In general, it took more time than originally assigned to finish the contextual analysis and to provide an encompassing overview of the embeddedness of universities with respect to their historical roots, legal framework, funding, and management structures in the countries under study. The result of this research (Training Papers 01) was available after 16 months of the project.

With respect to the statistical portraits providing in-depth analysis of the so-called feminization of systems of higher education in the countries under study, the network had also to adjust the time-table due to problems linked with the availability of data and the difficulties safeguarding a genuine comparative approach while analyzing the data. Training papers (02) were available after 27 months.

With respect to Work Phase III (survey of female professors and their male counterparts) the network faced significant difficulties setting up the sample of female and male professors. Problems of getting correct university addresses were related among other aspects to data protection (Germany), incorrect listings (France), and lack of any coherent address directory (Great Britain). This particular research objective was met during the six-month extension of the network.

Finally, the "case studies" (Annex I) originally designed as in-depth organizational analysis of so-called best-practice examples of universities, in which women are holding a significant share of the tenured positions, had to be readjusted and changed into case studies of specific units of investigation. Research conducted in Work Phase II and III proved that the best-practice approach was not feasible because there are no women-friendly universities in the way, the network had originally defined best-practice. All in all, the ratio of women in

university faculties primarily depends on the department structure of the respective university, with female professors being almost non-existent in math or natural science, but more frequent in social sciences, the humanities or in pedagogic. The network also finished this particular work during the six-month extension of the project. The following table provides an overview of the adjusted time schedule of the project:

**Tab. 1: Adjusted Time Schedule of the Project**

<b>Work Phase</b>	<b>Research Objective</b>	<b>Training Paper available after</b>
I	Overview of the systems of higher education in the countries under study	TP 01 16 months
II	Statistical portraits of the systems of higher education of the countries under study	TP 02 27 months
III	Survey of career paths of female and male professors in the countries under study	TP 03 42 months
IV	Qualitative analysis of career paths and working conditions of selected academics in the countries under study	TP 03 42 months

With respect to the originally planned *Milestones* of the project, the network also inaugurated a minor adjustment. Besides the final dissemination meeting, the network had originally planned to organize, as an annex to the mid-term conference, a meeting focusing on issues of career planning of young researchers. The network decided not to follow this schedule, but to apply for a workshop / panel session under the umbrella of an international conference, thus providing doctoral students with the opportunity to present their research results to an international scientific community. Against this background the network achieved the following **Milestones**:

**Tab. 2: Overview of Project Milestones**

<b>Milestone</b>	<b>Location</b>	<b>Months of the Project</b>
Mid-term Conference	Lund, Sweden	20 months
Workshop at the ECPR Conference	Edinburgh, Great Britain	37 months
Final Dissemination Meeting	Brussels, Belgium	40 months

### Research Effort of Participants

A total of 14 young researchers have received financial support since the beginning of the project. A core group of six doctoral students was employed in the network the entire time, whereas nine other young researchers were employed on short-term contracts. In total, the project covered 329 person-months of young researchers being employed by the project. It has to be mentioned that the person-months covered exceeded the figure laid down in the contract. This is due to the fact that the Commission advised the network to increase the number of young researchers working on the project (see letter of Mr. Mitsos from 4 January 2001).

The following table provides an overview of the team of young scientists, listed by the country they were last resident in, and the number of months worked on the project:

**Tab. 3: Young researchers Participating in the Project by Host Country and Person-Months spent in the Project**

Name	Host Country	Contract Duration	Person-Months
Bösch, Jessica	Spain	01.06.00 – 31.03.02	22
	Germany	01.04.02 – 31.08.03	17
Buchholz, Lydia	Austria	01.05.02 – 31.08.03	16
Kreetz, Tanja	Austria	01.03.02 – 31.08.03	18
Krizkova, Alena	France	01.09.02 – 30.11.02	3
Latour, Emmanuelle	Poland	01.12.01 – 28.02.02	3
	Austria	01.11.02 – 31.08.03	10
Leontowitsch, Miranda	France	01.12.02 – 31.08.03	9
Majcher, Agnieszka	Germany	01.06.00 – 31.08.03	39
Fernandez, Juan Martín	France	01.12.02 – 31.08.03	9
Moya Rodriguez, Eva	France	01.12.02 – 28.02.03	3
Ortner, Dagmar	France	01.12.02 – 31.08.03	9
Portet, Stéphane	Poland	01.09.00 – 31.08.03	36

Poulsen, Christian	Austria	01.06.00 – 31.03.02	22
	Spain	01.04.02 – 31.08.03	17
Schenk, Anett	Sweden	01.06.00 – 31.08.03	39
Vázquez-Cupeiro, Susana	United Kingdom	01.06.00 – 31.08.03	39
Zawadzka, Beata	France	01.03.02 – 31.08.03	18
<b>Total: 15</b>	Project Countries	01.06.00 - 31.08.03	<b>329</b>

Besides being responsible for the supervision of the doctoral students working in the host country, faculty members also had to oversee specific research objectives and methodological approaches. The following table provides an overview of the division of tasks and research efforts among faculty members:

**Tab. 4: Supervision of Research Methods According to Work Phases**

<b>Work Phase</b>	<b>Applied Methodology</b>	<b>Responsible Faculty Members</b>
I	Contextual Analysis	Erna Appelt, Annette Zimmer
II	Secondary Statistical Analysis	Klaus Schubert, Paloma de Villota
III	Survey Research	Renata Siemienska, Klaus Schubert Annette Zimmer, Paloma de Villota
IV	Case Study	Nicky Le Feuvre, Antoinette Hetzler, Mary-Ann Elston

## **B.2 Overall Organization and Management**

### **Organization, Co-Ordination and Management of the Network**

Central to the management and organization of the network, was the coordination team, which was based in Muenster. The team consisted of two faculty members, Annette Zimmer, Klaus Schubert, two research assistants with eight hours work assignment each, who were responsible for paper work such as editing the Training Papers, and a full-time staff position (research associate), financed by the University of Muenster, who assisted the faculty members during the second half of the project. The co-ordination team in Muenster was responsible for:

- securing the flow of information among the partners of the network (doctoral students and faculty members), particularly prior to and preceding network meetings,
- organizing the participation of the doctoral students in the Essex Summer School (training in qualitative and quantitative research methods),
- collecting the information for the cost statements of the network knot,
- supporting the doctoral students while finishing their Training Papers,
- editing and lay-out of the Training and Conference Papers,
- supporting faculty members who were hosting network meetings,
- applying for the workshop at the ECPR Joint Session in Edinburgh and organizing the workshop,
- organizing the final dissemination meeting (final conference) of the network,
- writing the Workphase Reports,
- writing the Final Report.

In summarizing the experiences of this project, it has to be mentioned that the organizational / management approach of the 5<sup>th</sup> framework did not work. The idea was to promote a management approach, designed as a network with a flat hierarchy in which the central unit did not have steering capacity and power. Without the co-ordination team in Muenster taking over the majority of the organizational workload, the research objectives and training targets of this network would not have been achieved.

## **Communication Strategy**

Close contacts between network participants were ensured by intensive use of the internet (<http://www.women-eu.de>), and by the project meetings, which took place at least twice a year.

### *Use of the Net*

The project's homepage was open to the public and widely used for disseminating the results of the project. Particularly, Training and Conference Papers are available for downloading. Via the restricted area of the homepage, communication among the participants of the project was facilitated. The co-ordination team in Muenster organized a weekly online chat session for the doctoral students via its website, during which, current research problems could be discussed. The session was an important communication platform for the project, and provided a venue for brainstorming, while at the same time keeping project participants in regular contact with each other.

### *Network Meetings*

As outlined in the contract, network meetings were the second major avenue of communication and with a few exceptions, were hosted by the universities of the project partners. The purpose of the meetings were threefold: a) to safeguard communication and to have face to face contact among the participants of the network, b) to supervise the research progress of the young scientists and to facilitate communication and co-operation among the doctoral students, d) to guarantee a steady flow of information among faculty members particularly with respect to organizational issues. The following table provides an overview of the meetings of the network.

**Tab. 5: Network Meetings**

<b>Date</b>	<b>Location</b>	<b>Responsibility</b>
June 2000	Toulouse	Nicky Le Feuvre
October 2000	Innsbruck	Erna Appelt
February 2001	Muenster	Co-ordination team Muenster
March 2001	Warsaw	Renata Siemienska
July/August 2001	Essex	Co-ordination team Muenster
September 2001	Warsaw	Doctoral Students

October 2001	Lund	Antoinette Hetzler
November 2001	Palma de Mallorca	Paloma de Villota
January 2002	Madrid	Paloma de Villota
April 2002	<i>London</i>	Mary-Ann Elston
June 2002	Muenster	Doctoral Students
October 2002	Muenster	Co-ordination team Muenster
June 2003	Brussels	Co-ordination team Muenster

### *Dissemination of the Network's Achievements*

A central avenue for dissemination of the project's achievements has been the internet. The outcome of the networks research activities and the output of its meetings, in total 27 Training Papers and 19 Conference Papers, are available for downloading from the website.

Both, young researchers and faculty members took part in international conferences where they presented results of the project. The following list provides an overview of those conferences where results of the network's research were presented:

Emmanuelle Latour: "Les Politiques d'accès à l'égalité, 20 ans après"  
Montréal, Canada, January 2000

Nicky Le Feuvre/  
Emannuelle  
Latour "Le réseau européen de formation par la recherche  
*Women in European Universities*" Journée d'étude  
"L'égalité des chances entre femmes et hommes à  
l'université", Ministère de l'Education Nationale,  
Direction de l'Enseignement Supérieur, Université de  
Lille III, 5 February 2001

Nicky Le Feuvre: "La féminisation des professions supérieures en France"  
Conférence dans le cadre de la Chaire inter-universitaire "études  
femmes-études de genre",  
Université catholique de Louvain, Louvain-la-Neuve, Belgique,  
26 April 2001

Stéphane Portet  
co-authored  
with Jaqueline  
Heinen : «Rapport de genre et intégration européenne en Pologne»  
«La Pologne, ses transformations économiques et  
institutionnelles et le processus de son intégration à l'Union  
européenne»  
Université Paul Valéry, Montpellier III, 15.-18.06.2001

Stéphane Portet: "Part-time Job in France and Poland : A Question of  
Legitimacy"

- 5<sup>th</sup> Conference of the European Sociological Association, Helsinki, 28.08. – 01.09. 2001
- Renata Siemieniska: "Gendered Social and Cultural Reproduction in a Case of Academic, Political and Economic Elites"  
Conference of the International Association of Sociology, Brisbane/Australia 2002
- Emmanuelle Latour: "Génération jeunes chercheurs: quelle place dans la société de demain?"  
Paris, France, March 2002
- Susana Vázquez-Cupeiro: "Academic Women in UK Universities"  
Workshop on Women in Higher Education,  
Institut für Politikwissenschaft, Universität Innsbruck (Austria),  
21.- 23.03. 2002
- Susana Vázquez-Cupeiro: "Status of Women at the Universities. A Comparative Approach"  
IV. Congress of Science, Technology and Gender,  
Madrid (Spain), 24. – 28.07. 2002
- Emmanuelle Latour "La féminisation du corps enseignant à l'université"  
and "L'université à l'épreuve du genre"  
3ème Colloque International des Études Féministes Francophones,  
Toulouse, France, September 2002
- Stéphane Portet: "La dimension sexuée de la flexibilité du temps de travail en Pologne: le paradoxe du temps partiel"  
Colloque international "Utopies et résistances",  
Toulouse, 13.-18.09. 2002
- Annette Zimmer / Ece Göztepe-Çelebi: "Recruiting Elite in Europe – The Function of Universities Yesterday and Today"  
Conference of the International Political Science Association (IPSA), Warsaw, October 2002
- Renata Siemieniska: "Intergenerational Differences in Political Values and Attitudes in Stable and New Democracies"  
Conference of the International Political Science Association (IPSA), Warsaw, October 2002
- Emmanuelle Latour: "Ateliers scientifiques pluridisciplinaires de Cargèse. Sexes et genre dans le travail scientifique",  
Cargèse, France, November 2002
- Ece Göztepe-Çelebi / Holger Krimmer / Annette Zimmer: "Karrierewege von Professorinnen an Hochschulen in Deutschland – Eine empirische Untersuchung über die individuellen Voraussetzungen und strukturellen Hindernisse",

Tagung „Querschnitt – Projekte der Frauen- und Geschlechterforschung in NRW“ des Netzwerkes Frauenforschung NRW,  
Universität Dortmund, 29. 11. 2002, Dortmund (Germany)

Ece Göztepe-Çelebi /  
Annette Zimmer:

"New Structures of Higher Education Systems and Elite Recruitment for Europe"

European Consortium for Political Research (ECPR), Joint Workshop Sessions, Edinburgh, March 2003

Renata Siemienka:

"Academic Careers in Poland and their Context: An Intergenerational Comparison"

European Consortium for Political Research (ECPR), Joint Workshop Sessions, Edinburgh, March 2003

Anett Schenk:

"When Women replace Working Class – A Critical Comment on the Concept of Equality in Social Democratic Higher Education Policy"

European Consortium for Political Research (ECPR), Joint Workshop Sessions, Edinburgh, March 2003

Agnieszka Majcher:

"Gender and Patterns of Inequality in Polish and German Academia"

European Consortium for Political Research (ECPR), Joint Workshop Sessions, Edinburgh, March 2003

Jessica Bösch /  
Susana Vázquez-  
Cupeiro:

"Institutional Prestige and Academic Women – Does it Matter? A Cross-National Approach"

European Consortium for Political Research (ECPR), Joint Workshop Sessions, Edinburgh, March 2003

Renata Siemienka:

Conference on Achieving Diversity in Tertiary and Higher Education: Challenges and Prospects,

Bellagio, Italy – 17.-21.03.2003

Renata Siemienka:

3<sup>rd</sup> European Conference on Gender Equality in Higher Education,

Genova, Italy 12.-17.04.2003

Renata Siemienka:

"Intergenerational differences in attitudes of Polish society in cross-cultural perspective and role of teaching staff in promotion of concept of equality"

The International Political Science Association (XIX. World Congress),

Durban/South Africa, 28.06. – 05.07.2003

- Renata Siemienska: Symposium on Science Policy, Mobility and Brain Drain,  
Leeds, UK , 26.-29.07.2003
- Emmanuelle Latour/  
Nicky Le Feuvre: "Les carrières universitaires françaises à l'épreuve du genre"  
Communication au Symposium « Parcours de femmes dans l'Université » du Réseau International de Recherche en Education et en Formation « Savoirs issus de la recherche, savoirs issus de l'expérience : Complémentarité ou conflit », Genève, Switzerland 18.-19.09. 2003
- Agnieszka Majcher: „Gendered Construction of 'Academic Career' in Cross-National Perspective”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003
- Anett Schenk: „When Women replace Working Class – A Critical Comment on the Concept of Equality in Social Democratic Higher Education Policy”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003
- Susana Vázquez-Cupeiro: "Career Trajectories and "Patriarchal Support Systems" at Spanish Academia”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003
- Christian Poulsen: „Prestige in Academia - A Glance at the Gender Distribution”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003
- Juan Martín Fernández: "Career Trajectories and "Patriarchal Support Systems" at Spanish Academia”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003

### ***Public Outreach Activities***

The network elaborated public outreach activities in:

- Rundbrief der Deutschen Vereinigung für Politische Wissenschaft (DVPW) (Frühjahr 2002): Zur Zukunftsfähigkeit des Arbeitsplatzes Universität. Erste Ergebnisse des Research and Training Networks „Women in European Universities“, pp. 14-15.
- Research and Training Network „Women in European Universities“. In: Ruth Becker / Beate Kortendiek (Hrsg.): Netzwerk Frauenforschung NRW. Studien Nr. 5. Forschungsbericht 2001-2002, p. 63.
- Participation in “Gender and Research Conference”, Brussels, Belgium, organised by European Commission 8-9 November 2001 in Brussels.

### ***Network Meetings, Schools, Workshops***

As already mentioned, the network organized meetings on a regular basis, the purposes of which were threefold: to stabilize communication among the participants and, more importantly, to advance the research agenda, and to provide the setting for training units for the doctoral students and young scientists. The following table presents the objectives and outcomes linked to each meeting.

**Tab. 6: Research Objectives and Network Meetings**

<b>Date</b>	<b>Location</b>	<b>Objectives and Outcomes</b>
June 2000	Toulouse	Start of the Project Introduction to gender and to organizational theory.
October 2000	Innsbruck	First presentation of contextual analysis by the doctoral students Training Unit: Introduction to secondary statistical analysis
February 2001	Muenster	Clarification of definitions Discussion of the research for Work Phase I and II
March 2001	Warsaw	First presentation of the statistical portraits by the doctoral students Training Unit: Introduction to survey research (sampling, designing questionnaires)
September 2001	Warsaw	Discussion of the research for Work Phase II and III Development of the questionnaire
October 2001	Lund	Presentation of Work Phase I and II research by the doctoral students Training Unit: Introduction to qualitative research methods:

		Ethnographic field work, focus group analysis, narrative analysis
November 2001	Palma de Mallorca	Finalizing the pilot version of the questionnaire
January 2002	Madrid	Presentation of the outlines of the dissertations of the doctoral students Training unit: Survey research (coding, data processing, data analysis), introduction to case study research
April 2002	London	Preparation of the field work / survey research Discussion of the results of the pilot surveys in the countries under study
June 2002	Muenster	Preparation of particular case studies Training Unit: Documentary Method
October 2002	Muenster	Presentation of Work Phase III research by the doctoral students Presentation of work in progress of the doctoral thesis of the students
June 2003	Brussels	Presentation of Work Phase IV research by the doctoral students

### *Assessment of Network Activities*

Although the internet has developed into a prime venue for communication, the network meetings have proved to be more important with respect to the joint research activities. As clearly documented by this project, networking works best, if it is facilitated and strengthened by face-to-face contacts. Besides its programme-related tasks, the network "Women in European Universities" provided the members with the opportunity to get a deep insight into Europe as a scientific community. With respect to the topic of the network, Poland, which is currently undergoing a significant transformation, was a very interesting location. Moreover, it has to be mentioned that the network was particularly beneficial for female researchers. Twelve of the fifteen young scientists were women who used intensively the opportunity of attending international conferences and building-up networks within the scientific community. Furthermore, the network has put a great emphasis on teaching, particularly teaching of quantitative research methods, which women very often tend to avoid. Thus, the network equipped the young female researchers with the necessary tools for a successful career in the social sciences. Finally, the network offered possibilities for young and promising researchers in times when the financial resources of universities are decreasing.

## **B.5 Recommendations**

There were two arrangements of the contract under the 5th Framework Programme, which caused severe problems for the project-coordination:

- firstly, the funding scheme of the network, and
- secondly, the network's pronounced flat hierarchy with respect to co-ordination.

Under the 5<sup>th</sup> Framework, project financing was not arranged as upfront installments or advance payment, but on the contrary, with the exception of the start-up grant / or initial payment, as reimbursement of project expenses. Based on the network's annual Cost Statements, reimbursement of expenses was calculated per project year. According to the contract, Cost Statements were due two months after the end of each project year. Furthermore, there is no doubt that the checking of Cost Statements is a time consuming activity, which was conducted with great care by the financial administration in Brussels. However, these circumstances translated into the situation in that despite the first grant installment, reimbursement of expenses from Brussels to Muenster took more than a year to be carried out. In the meantime, the participating universities had to finance in advance any network expenses, including the stipends of the doctoral students, cost of network meetings, and travel expenses. Since costs of interest rates are not eligible network expenses under the current framework, some participating universities were very reluctant to host a network meeting, extend the stipend of the doctoral student or to cover overheads. Although from a legal point of view, the participating universities were obliged to cover any expenses relating to the network in advance, university treasurers debated with faculty members of the network about the necessity of any activity related to the network. Considering the fact that faculty members volunteered their services, including the supervision of doctoral students, without receiving any expense allowances or honorarium for their network activities, it becomes obvious that the funding scheme of the network was not very supportive with respect to smooth management and co-ordination of the project.

***Thus, the network co-ordination strongly recommends changing the funding scheme from covering expenses to advance payment.***

The second recommendation is related to the set-up of the project. From a management point of view, the Research and Training Network "Women in European Universities" was set-up as a pure network, in which equal rights were enjoyed by the participating universities, including the University of Muenster, which served as the co-coordinator of the network, and which as such carried out the main work-load of the project with respect to administration and co-ordination. There is no doubt that managing and co-coordinating an international research and training programme for universities, which are embedded in very different administrative cultures, is a time consuming and effortful endeavour. Nevertheless, there were no extra funds allocated for managing and co-coordinating the network, worse still: According to the current contract, Muenster University as the co-coordinator of the network, was powerless to enforce participating universities to comply with the contract. Of course, as a last resort, co-operation could have been cancelled and a participating university "thrown" out of the network if it refuse to cooperate. However, the current contract did not include any means or procedures in order to facilitate project steering and project management such as issuing penalty notices in cases where project partners did not hand in work assignments on time, or when their co-operation was not satisfactory.

***Thus, the network co-ordination strongly recommends vesting the project co-ordination with administrative and steering power, thus changing the set-up of projects from a network to a hierarchical structure.***

## **Part C: Report on Network Activities During the 6 Months Extension (03-2003 / 08-2003)**

During the six months of the project's extension, the network was engaged in the following activities:

1. Finalizing Research Assignments and Workloads in Accordance with Annex I of the Contract:
  - Finalizing representative surveys of female and male professors in the countries under study, specifically finalizing data collecting and processing.
  - Conducting "case studies" of selected units by using interview techniques.
2. Dissemination of Research Results via:
  - Setting-up and participating in a workshop which took place in March 2003 in Edinburgh under the umbrella of the prestigious Joint Sessions of the European Consortium for Political Science Research (ECPR).
  - Publication of the special volume "German Higher Education Reform in Comparative Perspective" of the online journal "German Policy Studies".
  - Organizing a dissemination meeting in June 2003 in Brussels on the topic "Europeanisation of Higher Education and Gender".

### **Finalizing Research Assignments and Workloads in Accordance with Annex I of the Contract:**

#### ***Finalizing Surveys of Populations of Female Professors in Selected Disciplines in the Countries under Study***

Data collecting and processing of the representative surveys of female and male professors in the countries under study proved to be more time consuming as originally assumed. According to the project's timetable, the network had planned to conduct representative surveys already during work phase II (7-18 months of the project). Due to organizational problems related to the carrying out of the surveys, the network was unable to keep within this time scale. However, during the six months extension of the project, each network had managed to complete the survey including coding and data processing. Results of the surveys are documented in Work Phase Report III "**Getting in, but not getting on**", and in the following **Training Papers (TP)** of the network:

<b>Author</b>	<b>Title</b>	<b>Serial No.</b>
Susana Vázquez-Cupeiro / Juan Martín Fernández	Career Trajectories and “Patriarchal Support Systems” in Spanish Academia – A Quantitative Approach	TP 03/01 <i>110 pages</i>
Anett Schenk / Holger Krimmer	Academic Careers in German Higher Education	TP 03/02 <i>80 pages</i>
Agnieszka Majcher	Gender and Academic Careers in Cross-national Perspective: Preliminary Results from a WEU Survey in Poland and Germany	TP 03/04 <i>75 pages</i>
Christian Poulsen	Questionnaire on Work Conditions for Full Professors in Europe: The Swedish Case	TP 03/06 <i>75 pages</i>
Emmanuelle Latour / Stéphane Portet	Gender and Career Paths in French Universities: An E-mail Survey	TP 03/07 <i>80 pages</i>
Lydia Buchholz	Professorship and Gender at Austrian Universities - An Analysis of Gender-specific Differences Between Male and Female Professors	TP 03/09 <i>80 pages</i>
Miranda Leontowitsch / Susana Vázquez-Cupeiro	Above the Glass Ceiling? Preliminary Report of Postal Survey of University Professors in the UK	TP 03/13 <i>80 pages</i>

### ***Conducting "Case Studies" of Selected Units by Using Interview Techniques.***

As already outlined, the network put a high emphasis on training following the Humboldtian approach of combining training and research. Training units for the doctoral students covered the full range of social sciences methodology including quantitative as well as qualitative methods. Within several training units doctoral students became familiar with qualitative methods ranging from focus group and narrative analysis to the documentary method and ethnographic field work while putting a special emphasis on the training of interview techniques.

According to the Work Plan (Annex I), the intention was to carry out "case studies", as a specific sub-field of qualitative methodology, thus concentrating on just one unit of analysis, in Work Phase III of the project (19-30). However, due to work phase adjustments, this particular work assignment of the network had to be shifted to Work Phase IV, and was eventually finished during the extension of the project. For their field work (case study), doctoral students were free to choose from among the aforementioned methodological approaches, the one which was most suitable for his or her particular research question. The

results of the "case studies" are documented in the Training Papers. The Training Papers of Work Phase IV are available in print-version, and they can also be downloaded from the website. The topics of these case studies are listed below:

**Susana Vázquez-Cupeiro:** *'A Qualitative Review of the University Reform in Spain – Meritocracy, Endogamy and the Gendered Opportunity Contexts'* (TP 03/01)

The Training Paper discusses the question whether the very recent university reform may change the institutional endogamy, which is still strongly in place in Spain. Among other modifications such as the introduction of numerous non-tenured positions, the new law introduces the requirement of a second thesis - the habilitation - in order to be eligible for promotion. In order to address the aforementioned research question, 15 semi-structured interviews were conducted with male and female professors of selected Madrid faculties. Based on this information, the Training Paper comes to the conclusion that it is very unlikely that the recent reform will increase mobility in Spanish academia. On the contrary, decentralization as a top issue of Spanish politics will even further decrease mobility among Spanish academics.

**Anett Schenk:** *'Female Professors in Sweden and Germany'* (TP 03/03)

This Training Paper summarizes the results of qualitative face-to-face interviews with female German and Swedish professors of selected disciplines (TP 03/02). While covering topics such as work motivation, networking, and career advancement, the paper comes to the conclusion that female university professors do not agree to the concept of a clear-cut "career-path". On the contrary professional achievement is according to their perceptions the outcome of an interplay of different factors, among those individual luck, successful networking, family support and last but not least scientific competence.

**Agnieszka Majcher:** *'Deepest Secret: Talking Gender Discrimination with Polish Professors'* (TP 03/04)

In this paper based on semi-structured interviews conducted in Poland with male and female university professors, Agnieszka Majcher continues investigating gender as a factor of success in Polish academia. Her findings confirm the hypothesis of the patriarchal nature of Polish academic culture, characterized by paternalistic and 'protective' attitudes towards women, 'unfair treatment' with gender very rarely being acknowledged as a factor of discrimination and highly individualized strategies to deal with such cases.

**Daniel Bjerstedt:** *'Women's Catch 22: Reaching the Top in an Academic Career'* (TP 03/05)

Daniel Bjerstedt examines why women in Sweden are still struggling to reach gender equality within academic professions, even after ten years of governmental policies of affirmative action. In sum, he identifies a "hidden factor" which prevents women from making it to the top of the career ladder. Primarily due to women unfriendly working conditions at universities, female academics increasingly tend to exit the profession temporarily through a period of sick leave. Back at work in academia, women have to recognise that career possibilities have diminished. Despite the fact that women's possibilities to have a career in academia have been formally strengthened, Sweden does not look back upon an impressive success story with respect to gender equality at universities.

**Christian Poulsen / Juan Martín Fernández:** *'Professors Talk on Prestige: Case of Sweden and Spain'* (TP 03/06)

Based on the results of four focus group interviews conducted in Sweden and Spain the paper discusses how and with which connotations male and female professors perceive *prestige* in academia. Two very distinct meanings of *prestige* were identified: Firstly prestige that is primarily based on academic achievements, and which can be titled *prestige within academia*, and secondly, prestige that is related to the fact that the researcher is widely known by the general public. The paper indicates that men and women conceptualise prestige very differently. Men are more likely to adopt a prestige generating behaviour, which is rewarding in terms of becoming widely known.

**Stéphane Portet / Emmanuelle Latour:** *'Building Networks in French Academia'* (TP 03/07)

Does networking matter in French academia, despite the fact that recruitment procedures are highly formalized and centralized? This research question was addressed by conducting 13 interviews with French full professors and senior lecturers (Maitres de Conference) at the University of Toulouse-Le mirail. The Training Paper clearly documents how formal and informal support networks are contributing to the "window of opportunity" to get a position in French academia.

**Beata Zawadzka:** *'From Social Role to Self-Identity – Cross-National Study on PhD-Students' Representations of the "Academe" and "Sexual Harassment'* (TP 03/08)

The paper discusses how female French and Polish doctoral students conceptualize what constitutes “an academic career”, and “sexual harassment”. In order to address these topics, in-depth interviews with four French and four Polish doctoral students were conducted. The paper clearly indicates that there are no differences with respect to the conceptualization of an academic career by Polish and French young female researchers. However, with respect to the meaning of “sexual harassment” there are differences between the two nationalities. Whereas French young female academics do not hesitate to talk frankly about the topic of sexual harassment, Polish young scientists were quite reluctant to respond, thus indicating low sensitivity concerning this particular topic.

**Lydia Buchholz:** *'Work Situation & Career Perspectives of the Junior Faculty in Austria'* (TP 03/09)

The purpose of this case study was twofold: Firstly, to investigate working conditions of junior academics in Austria, including career opportunities and barriers, and secondly, to investigate whether there are gender-specific differences with respect to career perspectives. For this purpose two focus group-discussions with male and female members of junior faculty were conducted at the University of Innsbruck. In summarizing the results, it can be concluded that career perspectives of female and male academics are quite different.

**Tanja Kreetz:** *"Work Situations and Career Perspectives of Female Researchers in Austria"* (TP 03/10)

The Training Paper provides the results of two focus group discussions with female researchers in Austrian research institutes. The findings are presented according to institutional and individual aspects, and as an outcome of a qualitative content analysis. The evaluation reveals a wide gap between the career aspirations of female researchers and the working conditions at the institutes.

**Jessica Bösch:** *'Is Academia Still an Attractive Career Opportunity for Both Women and Men? The New Employment Law in Austria from the New Generation of Academics' Perspective'* (TP 03/11)

Similar to Spain and Germany, university reform is high on the political agenda in Austria. To increase management autonomy was a central aim of the reform of the employment law for

university personnel, which was inaugurated in 2001. The paper investigates whether the new employment law has an impact on the attractiveness of academic careers in Austria. Based on the results of four focus group interviews with young academics at the University of Innsbruck, the paper comes to the conclusion that the new law indeed made working in Austrian academia less attractive.

**Dagmar Ortner:** *Female Immigrants in Austrian Higher Education* (TP 03/12)

Dagmar Ortner investigated the question whether the sons and daughters of the second and third generation of foreign workers managed to make their inroads into higher education in Austria. Moreover, she researched those factors, which are supporting or hindering this process, such as language problems, or immigration law. In summarising the results the paper indicates that immigrants still have to go a long way to be fully integrated into Austrian society. However, female academics may serve as a role model for new immigrants and the next generation.

**Miranda Leontowitsch & Susana Vázquez-Cupeiro:** *Merit, Luck and a Good Nanny? Exploring the Intricacies in the Career Trajectories of Women Academics in Psychology and Engineering* (TP 03/13)

The paper investigates the reasons for the under-representation of academic women in the UK by conducting in-depth interviews with male and female lecturers and professors in psychology and engineering. The results of the interviews clearly indicate that family background, a mentor, who is acknowledged by the scientific community, and last but not least networking play a significant role in the career advancement of men and women. However, despite those career trajectories which men and women have in common, the interviews also reveal significant differences with respect to career advancement. In a nutshell, in order to be successful in academia a woman has to be an excellent scientist, and at the same time she has to be "a nice woman" who is not endangering the gender stereotype.

**Dissemination of Research Results**

***Organization of a Workshop at the ECPR Joint Sessions in Edinburgh (March 27 to April 2, 2003)***

Thanks to the initiative of the network co-ordination, which applied to host a workshop, entitled "Long and Winding Roads? Career Patterns in European Higher Education", under

the umbrella of the prestigious ECPR Joint Sessions, network members had the opportunity to present research results of the project at this year's ECPR Joint Sessions in Edinburgh. The workshop was chaired by the project partners Renata Siemienka and Annette Zimmer. Along with these professors several project members participated in the workshop contributing the following papers:

- Agnieszka Majcher:** "Gender and Patterns of Inequality in Polish and German Academia"
- Anett Schenk:** „When Women Replace Working Class – A Critical Comment on the Concept of Equality in Social Democratic Higher Education Policy”
- Susana Vázquez-Cupeiro / Jessica Bösch:** "Institutional Prestige and Chances of Academic Women – Does it matter? A Cross-National Approach"
- Ece Göztepe-Çelebi / Annette Zimmer: "New Structures of Higher Education Systems and Elite Recruitment for Europe"
- Renata Siemienka: "Academic Careers in Poland and their Context: An Intergenerational Comparison”

***Publication of the Special Volume "German Higher Education Reform in Comparative Perspective" of the OnlineJournal "German Policy Studies".***

Networking among the researchers provided the opportunity to publish in the online journal German Policy Studies ([www.SPAAEF.com/GPS\\_PUB/index.html](http://www.SPAAEF.com/GPS_PUB/index.html)). The volume (No. 3) of the online-journal was dedicated to the topic "German Higher Education Reform from a Comparative Perspective". The special issue was edited by Ece Göztepe-Çelebi and Annette Zimmer. In the special issue the doctoral student **Agnieszka Majcher** published an article on "Gender Inequality in German Academia and Strategies for Change". The online-journal was printed with the permission of journal editor Klaus Schubert in the context of the publication series of the project.

***Organizing a Dissemination Meeting in June 2003 in Brussels on the Topic "Europeanisation of Higher Education and Gender"***

In order to achieve the utmost dissemination of the project results, a final network meeting accompanied by a dissemination conference took place on June 26-27, 2003 in Brussels. The meeting was organized in collaboration with the Heinrich Böll Foundation, which arranged

the dispatch of invitations and programmes to representatives of numerous institutions, and NGO's working on women's issues in Brussels.

The conference was organized as the very last training session, providing the doctoral students with the opportunity to discuss their research findings with top-ranking researchers and practitioners from selected European countries. There was a close nexus between the topics of the training programme, the central objectives of the research programme and the speeches of the invited researchers.

In addition to the participants and the young researchers of the project, ten guest speakers took part in the conference. The topic 'Europeanisation of the university systems' was intensively discussed with Jürgen Enders (University of Twente, Netherlands), Louise Morley (University of London, UK), Kristina Hackmann (University of Oldenburg, Germany) and Stephanie Radtke (University of Oldenburg, Germany) as well as with Truus Ophuysen (Vice-Director of ELIA, Netherlands). Renate Sadrozinski (Berkeley University of California, USA) presented results of a research project investigating career chances for women in several disciplines at US universities. Ada Pellert, a top-ranking university administrator from Graz University (Austria), provided insights into affirmative action programmes in Austria. Of great benefit to the project were the contributions from Nicole Dewandre from the European Commission and Lydia la Rivière-Zijdel from the European Women's Lobby, which highlighted the practical dimensions and positive effects of EU-policy-making with respect to career achievements of women. The meeting was very welcomed by the members of the network and the general public, thus rounding up three years of intensive research and networking among young scientists and researchers from seven European countries.

*Members of the Network Participating in Meetings, thus Facilitating the Dissemination of the Project Results:*

Renata Siemienska: Conference on Achieving Diversity in Tertiary and Higher Education: Challenges and Prospects, Bellagio, Italy – 17.-21.03.2003

Renata Siemienska: 3<sup>rd</sup> European Conference on Gender Equality in Higher Education, Genova, Italy 12.-17.04.2003

Renata Siemienska: "Intergenerational Differences in Attitudes of Polish Society in Cross-Cultural Perspective and Role of Teaching Staff in Promotion of Concept of Equality"

The International Political Science Association (XIX. World Congress),

Durban/South Africa, 28.06. – 05.07.2003

- Renata Siemienska: Symposium on Science Policy, Mobility and Brain Drain,  
Leeds, UK , 26.-29.07.2003
- Emmanuelle Latour  
Nicky Le Feuvre "Les carrières universitaires françaises à l'épreuve du genre"  
Communication au Symposium «Parcours de femmes dans l'Université» du Réseau International de Recherche en Education et en Formation «Savoirs issus de la recherche, savoirs issus de l'expérience: Complémentarité ou conflit»,  
Genève, Switzerland 18.-19.09. 2003
- Agnieszka Majcher: „Gendered Construction of 'Academic Career' in Cross-National Perspective”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003
- Anett Schenk: „When Women replace Working Class – A Critical Comment on the Concept of Equality in Social Democratic Higher Education Policy”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003
- Susana Vázquez-Cupeiro: "Career Trajectories and "Patriarchal Support Systems" at Spanish Academia”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003
- Christian Poulsen: „Prestige in Academia - A glance at the gender distribution”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003
- Juan Martín Fernández: "Career Trajectories and "Patriarchal Support Systems" at Spanish Academia”  
5th European Feminist Research Conference,  
Lund, Sweden, 20.-24.08. 2003

### **B.3 Training Overview**

#### ***Recruitment of Young Researchers***

Recruitment was designed as an exchange among the participating countries of the network. Each faculty member recruited young researchers from his or her country to be sent to one of the network knots working for three years on the networks' research objectives and on his or her thesis. Thus, faculty members agreed upon the following exchanges:

young German researcher → Sweden

young Swedish researcher → Austria

young Spanish researcher → United Kingdom

young Austrian researcher → Spain

young Polish researcher → Germany

young French researcher → Poland

young British researcher → France

Furthermore, faculty members agreed upon firstly guaranteeing multidisciplinary in the recruiting process, and secondly looking for young researchers who were already familiar with the cultural background of the specific country they were supposed to go to. Although advertisements calling for doctoral students were published in the national media, on the European Commission's website, on the network's homepage, as well as on the homepages of each participating university, the most effective method of recruitment proved to be by word of mouth within the scientific community and among colleagues of the participating faculty members. In general, recruitment did not turn out to be complicated and time-consuming, with the exception of one country, the United Kingdom. The reasons why the "exchange approach" taken by this network was not successful in the UK are threefold: Firstly, within the UK there has been a significant decrease in doctoral students over the past years, which is partly due to the booming economy, while at the same time British universities do not offer comparable working conditions with respect to salary and possibilities of promotion. Secondly, Ph.D. candidates enrolled at British universities have to pass their exams in a limited time period (2 years); otherwise the department will face a reduction of funds. Thus, social science departments in the

UK were very reluctant to co-operate with the network, at least in terms of recommending Ph.D. candidates to join the project. Thirdly, at the beginning of the project, faculty members were exclusively recruiting doctoral students. Unfortunately, it was assumed that all young researchers had to fill pre-doctorate positions. After the mid-term meeting, recruitment procedures were intensified, thus incorporating also post-doctoral students, which increased the appeal of the project. However, it was not easy to recruit post-doctoral students in the social sciences to do research in a foreign country, because after graduation they are usually in the academic job market looking for tenure track positions in their home country. Being absent from the national academic job market, is perceived as having a negative impact on the chances of getting a position at home.

There were no changes in the balance of pre-doctorates and post-doctorates recruited as compared to Annex I of the contract, except for the post-doc Juan Martín Fernández, who was recruited in France for the research of Work Phase III.

### ***Achievements of the Training Programme***

The project "Women in European Universities" put a very high emphasis on training by taking a "Humboldtian approach" of closely combining research and training. Three avenues were used to provide in-depth training in social science methodology:

- specific training units addressing particular social science methods,
- training sessions providing an overview of specific methodological approaches,
- supervision and in-depth discussions of the doctoral students work in progress.

The overall aim of the training programme was to provide the young researchers with a thorough and competitive scientific training in the field of social sciences. Eleven training units were integrated into the work plan. In accordance with the project's original work plan, each unit focused on the methodology needed during the specific work phase of the project. With the exception of the final meeting, at each network meeting an intensive training unit was organized to focus on a specific method in the social sciences as well as providing an overview of a particular research approach. Training units were provided by faculty members as well as by experts of the specific area of social sciences research. The outcome of the training meetings is documented in 19 Conference Papers. In between network meetings, doctoral students met to discuss work in progress and to co-ordinate research activities of the upcoming work phase. During the Work Phase I these meetings were organized by faculty members, in the second half of the project, doctoral students used the opportunities provided

by the network to organize meetings on a bi- or multilateral basis. The following table (Table. 7) provides an overview of the training programme of the doctoral students:

**Tab. 7: Training Units According to Location and Purpose**

<b>Date</b>	<b>Location</b>	<b>Training Unit: Scientific Approach</b>	<b>Training Unit: Social Science Methods</b>
June 2000	Toulouse	Gender Studies I Organizational Theory and Analysis I	Introduction to Contextual Analysis
October 2000	Innsbruck	Organizational Theory and Analysis II / New Public Management	Introduction to Secondary Statistical Analysis
February 2001	Muenster	Discussion of the Research for Work Phase I and II	Introduction to the Comparative Approach I
March 2001	Warsaw	Policy Analysis I	Introduction to Survey Research: Sampling, Designing Questionnaires
September 2001	Warsaw	Work in Progress: Work Phase II and III: Secondary Statistical Analysis Survey	Questionnaire Development
October 2001	Lund	Gender Studies II	Introduction to Qualitative Research Methods: Ethnographic Field Work, Focus Group Analysis, Narrative Analysis
January 2002	Madrid	Policy Analysis II with a Special Emphasis on Affirmative Action	Survey Research: Coding, Data Processing, Data Analysis Introduction to Case Study Research I
April 2002	London	Organizational Theory and Analysis III with a Special Emphasis on Universities	Introduction to Case Study Research II
June 2002	Muenster	Work in Progress: Work Phase II and III: Survey Case Studies	Documentary Method Comparative Approach II
October 2002	Muenster	Introduction to Benchmarking Organizational Theory and Analysis IV with a Special Emphasis on Recruitment	Case Study Research III
June 2003	Brussels	Policy Analysis III Gender Studies III Organizational Theory and Analysis IV	

Besides being integrated into the regular training programmes and courses at their host universities the network's young researchers attended the ECPR's Essex Summer School in July/August 2001, where they took part in the following courses:

**Tab. 8: Attendance of the ECPR Summer School Training in Social Science Methodology**

<b>Doctoral Student</b>	<b>Course</b>
Stéphane Portet	- Data Analysis for Beginners Using SPSS - Crash Course in SPSS for Windows - Programming in SPSS
Christian Poulsen	- Introduction to Regression Analysis - Programming in SPSS
Susana Vázquez-Cupeiro	- Data Analysis for beginners Using SPSS - Survey Analysis
Anett Schenk	- Introduction to Regression Analysis - Multivariable Analysis
Jessica Bösch	- Data Analysis for Beginners Using SPSS - Survey Analysis
Agnieszka Majcher	- Introduction to Regression Analysis - Programming in SPSS

### ***Mobility of Young Researchers***

Besides training in social science methods and methodology, the network put great emphasis on improving young researchers' mobility. In order to give them the chance to experience further academic environments outside their native and host countries, faculty members encouraged young researchers to undertake short term visits (between a week and three months) to selected knots of the network. As clearly documented by the joint publications of the doctoral students, this opportunity was very welcomed:

Jessica Bösch / Susana Vázquez-Cupeiro: "Institutional Prestige and Academic Women – Does it Matter? A Cross-National Approach"  
Paper presented at ECPR) Joint Workshop Sessions, Edinburgh, March 2003

Susana Vázquez-Cupeiro / Juan Martín Fernández: "Career Trajectories and "Patriachal Support Systems" in Spanish Academia – A Quantitative Approach"  
Training Paper 03/01

Christian Poulsen / Juan Martín Fernández: "Professors talk on Prestige: The Case of Sweden and Spain"  
Training Paper 03/06

Emmanuelle Latour / "Gender and Career Paths in French Universities: an Email

- Stéphane Portet: Survey"  
"Building Networks in French Academia"  
Training Paper 03/07
- Miranda Lewantowitsch / Susana Vázquez-Cupeiro: "Above the Glass Ceiling?" Preliminary Report of Postal Survey of University Professors in the UK"  
"Merit, Luck, and a good Nanny?" Exploring the Intricacies in the Career Trajectories of Women Academics in Psychology and Engineering"  
Training Paper 03/13

Furthermore, young researches were encouraged to take part in summer schools. The attendance of the ECPR summer school in methodology in July/August 2001 was obligatory. Finally, faculty members supported and encouraged young researchers to attend international conferences and to present research results of the project. The workshop "Long and Winding Roads" at the ECPR Joint Session of 2003 in Edinburgh served as a textbook example for the success of this approach. All in all, there is no doubt that the network provided the young researchers with a remarkable advantage for their professional careers, thus serving as the bedrock for scientific as well as personal relations.

### *Appointment of Young Researchers*

Currently the young researchers are finalizing their doctoral theses. Some of them are holding further appointments at their host university:

**Christian Poulsen:** Appointment as a doctoral researcher at Lund University

**Anett Schenk:** Appointment as a doctoral researcher at Lund University

**Aléna Krizkova:** She is currently in Paris, at the École des Hautes Études en Sciences Sociales (EHESS), where she has received a doctoral stipend for 12 months. She is continuing her doctoral studies on male and female entrepreneurs in the post-communist Czech Republic.

**Stéphane Portet:** Appointment as a research assistant in Poland at the University of Warsaw.