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Abstract

The main purpose of the report is to give information on the higher education system in Austria with special attention to the situation of women aspiring to have or having a career in academia. This report forms part of the project Women in European Universities (WEU). The project is being undertaken in Austria, France, Germany, Poland, Spain, Sweden and United Kingdom. The methods used in this report are statistical findings and a literature survey. The main findings are attached to the circumstances of the great many changes in the Austrian higher education system over the last decade. A new situation is arising for women and scholars in general in Austria as the system turns into a more autonomously regulated system with teaching as a central facet. The report concludes that the Austrian system is still a non-commercialised one. Furthermore it warns about a opting out of young men from the university system and it relates this to a devaluating of the university in general.

Finally the report proposes some guidelines for future research in the field.

Keywords: Austria, Higher Education System, University, Women, Students, Professors, Academic Personnel, Career Patterns, Equal Opportunity Measures, Educational Reforms.

Women in European Universities project aims:

The three main objectives of our project are: Firstly to investigate whether career patterns in universities constitute administrative and structural opportunities or barriers to the appointment of women in positions of authority. Secondly to analyse whether specific organisational cultures embedded in the history and the internal decision- making processes of universities comprise embodying organisational opportunity structures or obstacles to the professional advancement of women in academia. And thirdly, to research whether affirmative action concepts have lead to an effective promotion of women in positions of authority at European universities.¹

1. Historical background

The Austrian university system has a very deep history with the University of Wien being famous all over Europe for its intellectual splendour, and for supplying many European universities with professors only some decades after its inception as early as 1365². At that time it was only the second German speaking university after Prague. This golden era all ended with the Habsburgian wars against the Ottoman Empire. The University of Wien was complemented by other universities, which later were abandoned by the younger scholars, as these men were going to war, and were in many cases taken over by Jesuits. A new grand era was to come in the first third of the 20th century, with many great thinkers in some disciplines at the universities and Nobel prizes in Chemistry and Medicine. However glorious in some fields the period before the Second World War was, it was also coloured by strong pro-German feelings as well as a nationalistic vein in other fields. Unfortunately another brain drain with the Anschluss, the Nazis connection of Austria to the Dritten Reich, would however affect the universities for many years.

The system after the war met with some new necessities and in the 1960s some major student laws (Studiengesetze) were introduced coinciding with many more students entering the universities, especially women. In the times of great expansion which continued in to the 1970s there was a turn towards meritocracy which has happened at the same time as women doubled their number as students (from 1970 to 1988). It is a shared opinion that women and girls have taken advantage of the introduction of meritocracy³.

In 1970 a Law for Art Colleges (Kunsthochschulgesetz) began to regulate the structuring of the art colleges. In 1972 study-fees were abolished in order to prevent unequal social recruiting. The latest news is that study-fees on a minor scale compared to England and USA is re-introduced in autumn 2001. (See "Hot issues" for more details). In 1973 there was a higher education law (Hochschulerschulgesetz) allowing students to have some representation in university organs.

"The long way to the university" for Austrian women was hard and troublesome and had a rather slow start. In 1872 women were allowed to take the Matura exam, a prerequisite to enter university, as private pupils, but not until 1901 where they allowed to take the full Reifeprüfung, the admittance exam for university. There have been Austrian women at universities prior to this, date but in foreign universities, for example in Switzerland and Germany. The first time women were allowed to attend classes in a university in Austria was in 1897 at the faculty of philosophy. The female potential students had to wait until 1919,

shortly after the First World War to be able to enter nearly all fields of study, when later political science, law, technology, veterinary studies (sic) and Bodenkultur opened their gates⁴. They were first allowed to theology in 1932, which could be interpreted as "God, Science and Technology are male domains".

Before 1910 there was, although few women, an interesting composition at the Universität Wien: Logically the largest groups of women were from Vienna and particularly from the higher social classes. But apart from these there were hardly any women from what we now know as Austria. There were instead large groups from Polish Galizia and other areas that now belong to Eastern Europe. The large share of Jews among the first female students was also apparent. Thus, in the academic year 1913/14 58,5% of the women at the faculty of medicine were Jewish and more than a third part of the female students in Philosophy. In these days it became relatively easy for women to enter a job as a teacher in a secondary school. There was also a certain demand in other areas where the education was aimed at a particular profession, as in medicine. In other more traditional areas there were serious constraints in entering study and afterwards acceding to a job⁵.

Today's Austrian higher education system could be described as a small, centralised system. The parliamentary history of Austria with 50 years of either Social Democratic coalition government or non-coalition government disrupted by some years of Conservative government could be an explanation for the small growth of the system compared with other countries with a more heterogeneous parliamentary history⁶.

2. Tertiary education and the road to get there:

First of all, the Austrian university system is not a Numerus Clausus system only allowing students with a certain grade. Ninety-five percent of all Austrian students are admitted to universities as degree programme students, according to the ministry of Education's homepage. That is, literally everybody who would like to study can do so, if they have high school qualifications (Allgemeinbildende Höhere Schule). In some fields however there is competition of entering, and also there is a selection earlier in the educational system. Voices are raised however, that given the competition from the labour market, Austria has a small number of academics (See "Hot issues"). To enter doctoral courses requires no more than a completed university degree and the benevolence of the professor that would advise the student in question. Also concerning the doctoral degree, the high wages in the labour market is a reason for the easy access, and universi-

ties have a hard time in some areas of knowledge finding qualified students who are willing to pursue doctoral studies. One could also consider the education premium for a doctoral degree to be too low, so that young people prefer not to take the doctoral courses and rather work right after graduation.

Austrian tertiary education is a two-step system with a graduate exam (Diplomiert) and a doctorate exam. It is, however, evolving into a three-step system with bachelor, graduate and doctorate, just as in many other European countries. The first introduction of the new structure is being made in some universities among them the University of Wien, where some programmes are standardised in this way with the other EU-countries and the US system.

The academic year runs with classes from October to June with a break in February. All classes are given in German, not counting exceptional cases.

Secondary education

Secondary education is divided into lower secondary school, which last for four years, and upper secondary school, which last for another four years. At the lower secondary level, there are three options: Volksschule (rare), Hauptschule (general secondary) and Allgemeinbildende Höhere Schulen (academic secondary) divided into Gymnasium (general), Realgymnasium (Science-based) and Wirtschaftskundliches Realgymnasium (Home Economics). In the upper secondary there are four types of Allgemeinbildende Höhere Schule: Gymnasium, Realgymnasium, Wirtschaftskundliches Realgymnasium and Oberstufen-Realgymnasium. There also exists an upper technical gymnasium that lasts for five years. All these paths lead to Matura or Reifeprüfung.⁷

As standard entry qualifications for university the “Reifeprüfung”-exam is required, which is a national ability test, and gives access to universities, colleges, and post-secondary colleges, “Fachhochschul” -courses and post-secondary courses. In 1997 the Berufsreifeprüfung (Vocational certificate) was introduced and it gives access to universities or Fachhochschulen. This measure is especially aimed at giving students at vocational schools, including nursing, a certificate for entering higher education.

The male-female ratio of Reifeprüfung is, when all these different schools are counted together, 19 745 women out of a total of 35 367 pupils according to the 1998 figures⁸. That is 55,8% of the pupils who earn the admission token for the tertiary education are women. In 1970 only 5 471 Reifeprüfungen were awarded to women out of a total of 16 069 (34,0 %).

Depending on the respective educational background and on the course of studies, additional qualifications or aptitude tests may be required. For example, to study medicine or law you have to have taken Latin, otherwise you are required to do a special exam just as there is skills entrance exams for art universities.

Tertiary Educational System

Universities, universities for the arts, Fachhochschulen which were introduced in 1994 and post-secondary, non-university institutions, which could be different kind of colleges (Akademien), provide higher education. The latter will not be mentioned further in this report, as it does not constitute an academic career path of importance. It should though be noted that the international statistics published for 2001 by the OECD and Eurostat have shifted to the ISCED 1997 system and therefore will count the mentioned institutions as higher education institutions.

There are 12 public universities in Austria, with University of Wien clearly being the largest one. The universities in Graz and Innsbruck are the two next largest and to some extent also in importance. The three universities have respectively 528, 254 and 271 professors (ProfessorInnen). Among the 12 universities, two of them are technical universities, Technische Universität Wien and Technische Universität Graz. There is one university of commerce, Wirtschaftsuniversität Wien, and one veterinary university also in Vienna. Furthermore there is the small Montana University in Leoben dealing with science of mountains. The total number of university students in Austria was in 1998/1999, 214 885. That is 112,6 students pr. professor or 23,5 students pr. professor and assistant (AssistentInnen)⁹.

Recently three private universities were started in Vienna and they have just started giving classes, the IMADEC business school being the most famous one. Furthermore a private catholic theological university started in Linz.

Furthermore there exist six art universities, Universität der Künste. These were formerly known as art colleges but a reform in 1998 gave them their university status. Three of the six art universities are found in Vienna and the greatest one is Universität für Musik und darstellende Kunst Wien with 166 professors. (For a more extensive list of Higher Education Institutions in Austria see appendix).

Also in-service teacher training colleges provide for further training of teachers offering courses on general, theoretical, pedagogical, practical and methodological matters at the so-called Pädagogische Akademien. Moreover, some of these colleges also engage in research.

To complete the picture of the higher education institutions we should mention post-secondary courses and Fachhochschulen. The first ones could be described the following way:

*Post-secondary courses provide short study programs for people holding standard entry qualifications for university. These courses run for four or eight (for people under employment) semesters, impart technical and practical qualifications to be acquired at technical and vocational colleges and end with a diploma exam.*¹⁰

These courses concentrate on the social and services sector, which could be training for diagnostic and therapeutic professions.

Post-secondary colleges, as the Fachhochschulen, offer training for occupations in the tourism and economic sector and lasts for at least three years. But most well known and largest of scale are the technical Fachhochschulen and the international business Fachhochschulen.

Access to advanced vocational education is due to the same qualifications as standard entry qualifications for university. Alternatively one could enter the Fachhochschulen with a study relevant work qualification, but there are some entrance exams for Fachhochschulen when one applies with this qualification¹¹.

There is a special entrance requirement in most of the Fachhochschulen-courses, managed as a kind of *numerus clausus*, but after all they are still in a period of expansion. To the artistic part of the Fachhochschulen these requirements are a "book" which presents the students prior work.

Successful completion of "Fachhochschulen"-courses gives access to doctoral programs at university. Although this is not a common way to access the doctoral programs of the universities, this procedure is guaranteed in the law of Fachhochschulen, (Bundesgesetz über Fachhochschul- Studiengänge 1993). The doctorate courses though have to be prolonged for 2 semesters for students coming from Fachhochschulen¹². So to sum up, the Fachhochschulen are not entitled to give doctoral courses themselves yet.

The Fachhochschulen are run either by the state or by corporate bodies according to paragraph 2 of the Law of Fachhochschulen of 1993 (Bundesgesetz über Fachhochschul-Studiengänge, FHStG 1993)¹³. Fachhochschulen studies are also completed with a Diplomarbeit and an oral exam just as the university studies. The degrees awarded, after at least three years of study, are Magister... of Fachhochschulen or Diplom... of Fachhochschulen, with an additional indication of

what professional area the study is aimed at¹⁴.

The Council of Fachhochschulen (Fachhochschulrat) has the foremost authority over the Fachhochschulen, and it consists of 16 members, where half of them are representatives of professional domains. The Ministry of Science and Traffic (sic) appointed all the first members where at least 4 should be female and 8 have a post- doctoral degree¹⁵. Now it is the Ministry of Education, Science and Cultural Affairs (Bundesministerium für Bildung, Wissenschaft und Kultur) that assigns members with the same criteria. The council decides about entrance regulations and which Fachhochschulen will be officially acknowledged. A further obligation of the council is to evaluate the Fachhochschulen. The council reports to the Ministry of Science and Research and the Ministry of Teaching and Arts (Bundesministerium für Unterricht und Kunst).

Men relatively dominate the Fachhochschulen as most of the study lines are of a technical vein, areas where culture situates men more often than women. As the Fachhochschulen is a rather new occurrence in Austria there are very few statistics available about sex ratios. There are no available figures on teachers in the Fachhochschulen but among the students enrolled in 1998/1999 there were 2202 women out of a total of 7869 that is 28% were women¹⁶. The latest figures show a slight improvement as in 1999/2000 among the 9970 students 2911 were women (29,2 %). If we take a look at students enrolled in the first year of Fachhochschulen the panorama gets slightly better as 1083 of 3518 or 30,8 % are women in the 1999/2000 semester. Nevertheless the figures also reveal that the most popular area of study, Technical studies is highly dominated by men. Thus the rate of men starting on the technical studies programs was 88,5 % (1526/1724) in 1999/2000. In business (Wirtschaft) women and men are in the equality belt, between 40-60%, when we refer to all the students and practically equal when it comes to first year students (699 men and 676 women). In the smaller fields Tourism and Media there is a vast majority of women.¹⁷

Table 1: Most important Higher Education Institutions and the degrees they offer

Universities	Universities of arts Formerly known as Colleges of arts	Fachhochschule
Bachelor Graduated (Diplom) Doctorate	Bachelor Graduated (Diplom) Doctorate in arts	Graduated (Magister or Diplom)

Prestige between institutions:

In matters of achieving a career in academia, universities and universities of arts are by far the most important. Fachhochschulen as a recent incorporation has achieved considerable importance but is hindered by the fact that it is not yet possible to take a PhD at the Fachhochschulen. It could be said from the public statements that the Fachhochschulen has strong support from the black-blue government but it is yet to see whether it will be an important part of the academia in the future. The colleges hold a similar but even more marginal position, due to their very small size. As a stepping-stone to reach a position in academia it is still a must to pass through the university or university of arts in Austria. It should be noted that there are no official or semi-official way of ranking the Higher Education Institutions (HEIs). The author is responsible for the estimation above.

Organisation of Universities

The University Organisation Act (Das Universitäts-Organisationsgesetz (UOG)) of 1975 implied some major changes, both referring to study plans and design of careers. This plan was revised and replaced by the UOG 1993, in jurisdictional power in October 1994, which according to the homepage of the Austrian Ministry of Education, Science and Cultural Affairs still is being implemented, but according to Bösch (2000), this implementation was finished by the end of 1999. Among other things, the UOG 1993 states that each university should make a Pronouncement (Satzung) approved by 2/3 of the university board. This board has representation from the technical staff, teachers and researchers and students. This Satzung will have to include, it is said, guidelines for the promotion of women, a Frauenförderungsplan. UOG and Universitäts Studien Gesetz (UniStG) bring an increased independence of universities, they attained more financial responsibility, and they received the possibility to change whole courses. In 1997 a new University Studies Act was drafted, regulating the decreeing of new study plans¹⁸.

Austria's centralised organisational structure leaves no other solution than considering it as one zone, and the question of regions will not be further mentioned.

The University Studies Act 1997 (UniStG 1997) represents a great simplification of what earlier consisted of 11 special study laws and 176 decrees. The new law regulates admission to the university, the organisation of the studies and examinations. It also regulates the forms of examination and academic degrees¹⁹.

The University Studies Act 1997 introduces a high grade of decentralisation, as the universities can design courses more themselves. This means that in many cases the students can more freely choose courses themselves and thereby create a more personalised curriculum. This measure will bring Austria closer the Swedish system of free choice of courses. But it is not so free in the end; the students have to pick within the field of certain options and on the other side of the scale there is now a change towards the obligation to attend classes for students. The universities, or better said, the dean of studies, now take over control measures before performed by the ministry.

Universities are right now obliged to have an ongoing dialog with the representatives of the future employers of their graduates, to make graduates meet needs in the labour market²⁰. Lately however the debate is pointing towards strengthening research instead. To confuse the signals further, the UniStG 1997 also reduces the maximum teaching hours in order to save money and prepare the ground to speed up studies²¹.

The law also introduces compulsory evaluation of studies by independent boards. In theory a recommendation of these boards could abolish some studies, what is absolutely a novelty in Austrian university history. This law, the University Organisation Act (UOG 1993) focuses on the reorganisation of the internal decision making structures of universities in order to make them more autonomous and improve their performance. The former University Organisation Act (UOG1975) did not secure high standards of performance²². So called new public management styles are introduced to make the universities more "competitive" both nationally and internationally.

On the one hand this law institutionalises strong monocratic bodies as the dean and the head of department and on the other hand it is strengthening democratic collegial bodies. It could be described as a sort of national agreement known from welfare state regimes, but on a university level.

As before mentioned, a position of Dean of Studies is introduced to reinforce good teaching at the same time as a Board of Trustees of the universities will insure communication between the Ministry of Education, Science and Cultural Affairs and the labour market. As the labour market traditionally has a lower participation of women than that of students in universities, the establishment of the board could be interpreted negatively from a feminist perspective. A University Advisory board is also introduced to give voice to representatives of local politicians, employers, institutions and students. Some universities choose active politicians for this board while others avoid it carefully, to have so called academic freedom.

Universities and art colleges, as they used to be called, did fall into the province of the Federal Ministry of Science and Traffic, which is now transformed into the Ministry of Education, Science and Cultural Affairs. With the new government the responsibilities were changed. There is a considerable criticism of the fact that science is separated from education, as is the case in Spain today.

However, reform measures towards more autonomy have already been made. Thus, universities and art universities, as they are called now, have turned into legal entities, which may independently avail of their respective budgets.

As an example of how the university is organised we can take a look at Universität Wien, the by far biggest university with over 87 000 students. Apart from embracing more than every third university student in Austria, Universität Wien is widely conceived as being the most prestigious of universities. The academic head of the university is the rector who together with four vice-rectors makes all policy decisions jointly with the Senate, which comprises representatives of the eight faculties of the university. To this day there is no female rector in Austria. To become a rector one has to have a brilliant academic career, but the position itself entails only bureaucratic and political day-to-day activities. This briefing will mainly focus on positions with academic targets. One of the four vice-rectors, currently Prof. Dr. Gabriele Moser, is in charge of questions concerning staff and affirmative action for women (Frauenförderung). Dr. Moser has only one female colleague as a vice-rector, in Graz. There are nine administrative departments and they are all under the jurisdiction of the Administrative Director. She administers an annual budget of 5,2 billion Schilling (ATS). In the administrative sector (Dienstleitungseinrichtung) there are lots of service organs and, for example, a Centre for Evaluation and Control (Zentrum für Evaluation und Controlling).²³

On the board of the university are, apart from the administrative director, the rector and the vice-rectors, a representative of the Senate, and a substitute for him. Both have the academic title of professor. The faculties each have a dean and a study dean with separate jurisdictions. Female-quotas in head of department are, to my knowledge not available at the moment.

Whereas the academic personnel very well receive the latest modulation of the organisational structure, which has meant more autonomy for the universities, there has been more debate about the student's economic situation.

Fees and grants

Persons not being Austrian citizens pay 4000 ATS when enrolling in a university or Fachhochschule, with some exceptions: Persons having paid taxes in

Austria for 5 years or more, being part of a Erasmus/Socrates program or being stateless or coming from a third world country²⁴. In 1972 the student fees to higher education institutions were abolished for national students. By the fall semester 2001, national students will have to pay as well. (See "Hot issues").

There are several grants for students, both at universities, Fachhochschulen or other HEIs, the most common one being "study support" (Studienbeihilfe). There is also some indirect help, where family support (Familienbeihilfe) and help from the Austrian Students Organisation (Subventionen für die ÖH) are the most common ones. The latter of these is not an individual right, but dependent on how much the parents earn. As in Germany, students are seen as under custody of their parents even when over 21 years of age. A further indirect help would be fiscal policy or the Kindergarten for the children of students. The highest possible financial aid to the student provided by state sources is this year 5830 ATS/month (ca. 402 Euro) when she/he is living with her/his parents and 8338 ATS/month (ca. 603 Euro) when not living with ones parents and living in the area where one studies (sic)²⁵. Students with children are furthermore entitled to a supplement. There is an upper limit of additional income if one wants to receive study grants. As a meritocratic strain there is an end-grant when one has finished the studies in a quick tempo and with good grades.

Studienbeihilfe was in 1997/1998 only given to 13,8 % of the Austrian national students in universities, Fachhochschulen and universities of arts²⁶. As a further indicator, the financial aid for students as a percentage of total public expenditure on education was, according to 1996-figures from Eurostat, only 3,4%. By comparison, the Swedish share was 15.4% and the EU-15 average 5,6%. This does however not mean that Austria in general spends little money on higher education for their citizens.

Public spending on Educational Sector

According to recently published information from Eurostat, Austria is in the top of the six countries we are comparing (no figures available for Poland), in that they spend the most per student in public institutions of tertiary education. The figures, which are from 1997, shows that Austria spent 10 435 PPS (Purchasing Power Standard) compared to 4 910 PPS in Spain, 6 452 PPS in France, 7 795 PPS in the UK and 9 044 PPS in Germany. Only Sweden was ahead with 11 834 PPS. On the other hand, financial help for students accounts only for 3,7% of the Austrian total expenditure for students. In comparison the average for EU-15 is 6,3% of the total amount. In Austria as in Spain the assistance is though in more than 70% of the cases given to students in tertiary education.²⁷

As in most countries there is a line of thinking in Austrian education politics that tends to add the achievements of the higher education institutions to the ones reached in research and inventions in general.

Research

Public funding mainly supports science and research in Austria and in international comparison the public funding is high. Further, freedom of investigation is actually assured in the constitution. In 1993 56% of expenditure on Research and Development (R&D) was spent by the business sector, 35% by the university sector and the rest by the public sector²⁸. Almost all of the research institutes outside the university were dependent on public financing. The government finances 97,2% of university research, so a lot of public spending on R&D is through universities. About 13 000 persons were working exclusively with scientific questions. Half of these were in research centres of non-governmental companies.

From the latest OECD figures we learn that higher education spending has dropped more than 10% in Austria and a range of other countries between 1995-1998. Austria is still below 1 in 6 for beginners of higher secondary education students to complete a first university degree²⁹.

To channel all the science efforts a number of funding instruments are available to the Austrian state. Some of the most important state funding mechanisms are, in descending importance:

- ◆ The FWF-Austrian Science Funding is supporting all kinds of science. About 90% of its funding goes to university staff. It is supervised by the Austrian Ministry of Education, Science and Cultural Affairs and focuses on international mobility and special research areas.
- ◆ The FFF-Austrian Industrial Research Promotion funds co-operation between science and industry. Their budget is three times that of FWF.
- ◆ ITF- Innovation and Technology fund.
- ◆ The RIF-Regional Infrastructure Funding supports Tech-centres in remote areas of the republic.
- ◆ The Anniversary Fund of the Austrian National Bank has its aims between the FWF and the FFF.

There is also commissioned research directly under the Ministry of Science and Cultural Affairs. The ministry will point out some areas of sociological relevance for which scientist can apply for funding. Finally there is the Austrian Academy of Science with some 600 employees. Since 1995 it is possible to obtain grants from the Austrian Academy of Science for doing the doctorate³⁰.

In 1998, Austria had 62 861 academic publications. In that figure is hidden 27 740 presentations in congresses and the like and only 232 patents. More than 15 000 of the publications were in foreign journals³¹.

Table 2

Personnel engaged in research and experimental development (in full-time equivalent) in 1993 by sex and sector and categories of education of personell

<i>Table 2</i>	<i>HE sector</i>	<i>State sector</i>	<i>Private non-com.</i>	<i>Private</i>	<i>Total</i>
Total m	4725,3	1332,3	45,9	12281,6	18385
Total w	2410,4	775,1	54,5	2832,8	6072,7
Academics m	3948,3	668,9	41,5	6153,6	10812,2
Akademics w	908,4	235	23,4	841,5	2008,3
Graduated m	363,1	198,3	3,8	3886,3	4451,6
Graduated w	735,4	155,3	21,5	1032,9	1945,1
Other m	413,9	465,1	0,6	2241,8	3121,3
Other w	766,6	384,8	9,5	958,5	2119,4

Non-com=non-commercial.

Statistik Austria from Statistisches Jahrbuch 2001

As shown in Table 2, compared to the university sector (HE sector) there is a higher share of women working in the private non-commercial and state research sector. In the beginning of the 1990s there was about one fifth female researchers in the Higher Education sector whereas in the state owned Austrian Academy and in the private public use sector there was about a third women. In 1985 only some 7,5% of leaders of research in humanities and 5,8% in social science and 3,3% in the natural sciences where women if we consider all three sectors. The pattern of work hierarchy in the private research sector is very similar to the one we discovered in the universities. In 1987, for example, 45% of the helpers in the chemical industry where women, but only 15% of the technicians and 2,5% of the full time scientists. In general there was already in 1985 a high number of female technicians in the research and development sector. In the category of auxiliary personnel it was 52% but when speaking of scientist and engineers only 17%. Of leaders of projects the highest number was in humanities and lowest among engineering and technology with 4,4%.

There have been some equal opportunity measures in the non-university research sector as well as we will see later in the HE sector. The 1975 Women's Year gave rise to the 1981 Equal Opportunity Program in the state research sector (Förderungsprogramm für Frauen im Bundesdienst) through a decision in the Council of Ministers. There is also a workgroup in the Ministry of Science and Research which has meetings five times a year where they discuss the pro-

motion of women in academia. Among the things they promote are childcare facilities in the nearby of research institutes, flexibility of work hours and new technology³². To have a look at the overall situation of possible career tracks in academia we will have to consider the personnel at the universities.

Academic staff

In Tables 3 and 4 follows an overview of the different academic positions in universities and their size.

Table 3: University Teachers: type of employment, academic mandate and function according to the Civil Servant Law of 1997

Universities				
	Employed as civil servants		Not employed as civil servants	
Functions in teaching and research	Full academic mandate	Limited academic mandate to teach specific courses independently	Free and full academic mandate	Limited academic mandate to teach specific courses independently
Main functions	University (contract) professor; Associate (contract) professor	University assistant; Contract assistant/normally part time		
Complementary and support functions in teaching		Federal (contract) teacher	Guest professor	Faculty adjunct
Without formal functions	Professor emeritus		Honorary professor; Scholar/scientist with a <i>venia docendi</i>	

Source: www.bmwf.gv.at/univ/unisyse/hssys01.htm in October 2000

The scheme will soon be outdated as the new reform is taking place at the moment. E.g. no more Professors emeritus will be awarded. However it is not totally clear what will be the responsibilities for the new positions. But as we can

see there is a split between civil servants and those who are not. For a more extensive view and female share of work force in the different fields, see Statistical Findings.

Table 4 shows the development of permanent positions at the universities and universities of arts.

Table 4: Permanent Positions at Universities and Universities of the Arts: 1970-1996

Universities	1970	1980	1985	1990	1993	1994	1995	1996
Professors and Associate professors ¹⁾	906	1589	1643	1732	1834	1854	1854	1854
University and Contract assistants ²⁾	3970	5573	5955	6161	7002	7276	7548	7821
Non-academic personnel ³⁾	3304	4316	4982	5716	6511	6383	6743	6917
Universities subtotal	8180	11478	12580	13609	15347	15513	16145	16592
Universities of the Arts	1970	1980	1985	1990	1993	1994	1995	1996
Professors and Associate professors	141	360	376	434	398	403	403	413
University and Contract assistants ²⁾	134	200	258	337	377	377	845	844
Non-academic personnel ³⁾	229	297	352	443	496	537	595	617
Universities of the arts subtotal	504	857	986	1214	1270	1316	1843	1874
TOTAL	8684	12335	13566	14823	16617	16829	17987	18465

Source: www.bmwf.gv.at/univ/unisyse/hssys01.htm in October 2000

- 1) Professors according to the budget plan; 1970 Associate professors of the old type, after 1980 according to the University Organisation Act 1975.
- 2) Including other academic personnel and physicians attending dental medicine courses (1970: 125, 1980: 251).
- 3) Including budgeted positions for young contract employees, apprentices, and the University Data Processing Centre.

As we saw in Table 4 above, the number of permanent positions has more than doubled at universities and almost quadrupled at universities of the arts since 1970. The big move comes between 1970 and 1980 where in total about 50% more people were employed. The pace has however slowed down in the period 1993-96, especially when it comes to professors and associate professors. Ac-

According to Eurostat 71,1% of the expenditure on education in Austria goes to university staff.

It should be noted that the UOG 1993 implies that the two professor degrees, *Außerordentlicher Professor* and *Ordentlicher Professor* will melt into one. This has had the effect that the quota of female professors has gone up. At the same time, a new professor title is brought into being: The hired professor (*VertragssprofessorIn*) who has considerable academic freedom. Nevertheless, there are some worries about the situation of those new professors who will be hired at universities. Mainly the worry is about their job security as the contracts are for a maximum five years, and there is no guarantee of being hired somewhere else afterwards. The new law also means, as we have mentioned, that the *emeritus* title will disappear.

In 1999, 63% (547) of the departments had one cathedraic position (*Ordinariat*) and every fifth had two cathedraic positions. Eleven percent had three or four positions and 2% had from five to nine. Around 6% of the departments did not have any cathedraic position and there were 15 positions without an institute³³. We will now consider the steps that have to be taken before one gets to the highest levels of academia.

3. Becoming a researcher or teacher at a university

A career in teaching may begin at all levels of qualification beginning from the *Magister*. There is officially no need for a previous career in the universities; it is however frequent, that teachers have academic merits from the university. The norm is that a career will start with being a university assistant (*UniversitätsassistentInnen*) which now is called scientific colleague (*Wissenschaftlicher Mitarbeiter*), but in reality often one would have to first be a hired assistant (*VertragsassistentIn*) and advancement would then require a doctorate and later on a *Habilitation*. Everyone with a doctoral degree can apply for being admitted to the *Habilitation* examination. However there are only few grants for passing this procedure. There are limited financed posts for *Habilitation* and it can only be held for a certain amount of time.

To enter doctoral studies a recommendation of a teacher or researcher is all that is needed along with a *Magister* study. The *Magister* normally requires more time than planned for many people:

Table 5: Average number of semesters before graduating by field (1997/1998)

	Total	Theology	Law	Social sciences	Medicine	Humanities	Natural Sciences	Technical Sciences	Bodenkultur*	Vet. Med.
Medium length	14,1	14,6	12,8	12,9	16,5	13,4	14,2	15,6	15,1	18,0
Nom. length	5-12	9-11	8	8-9	12	8-10	8-10	5-10	9-10	10

*= Similar to the study of Agriculture

Source: Modified from Hochschulbericht 1999 (pp. 191-192)

Table 5 shows how many semesters the students' use to achieve the Magister degree and the minimum time the study is certificated to! All studies culminate with the title of Magister except medicine that culminates with a M.D. The study of architecture does additionally award the title of Architect and the students who finish technical sciences are called Diplom Ingenieurs.

The average age of students in tertiary education is, according to Eurostat, 25,1 year in Austria. The 1996/97 figures also indicate that it is a little bit under Germany with 25,8 years median and Sweden with 25,3 years. The students are never the less older than in the UK, where the average is 23,8 years, Spain with 22,5 years and France with 21,8 years³⁴.

Apart from that Austrian students need quite a while to finish their studies, also a great number drop out of university. The drop out rate in Austria of 50% is especially hard on women. According to a study from the 1980s, the drop out rates were, for first year male students, 12,4% and for women 19,2%, for the study year 1982/83. For second year male students it was 7,5% and for women 11,3%. Also for third year students the quota was higher for women, 8,3% compared to 5,6%. According to the same study women also have a higher rate of changing study subject during the first two years of study. Women change in 18% of the cases and men in 14%. As a consequence of this, men also had a higher rate of finishing their studies in the 1980s. The difference in finishing ones study had, in the period from 1975-83, grown from 9 to 11%³⁵.

When the students are finished with their Diplom exam they will have apparently less trouble in reaching the next level. There will be no concourse to de-

side who should enter the doctoral courses, which means that access to the courses is rather easy as it is now. While quite a few young people go to university, once they are there they continue. Of an age cohort 1,4 % obtain a title of advanced research programme. The OECD mean is 1,0 %. Spain had 0,5 %, which is very interesting taking their high level of university students in to account, and France 1,2 % while Sweden had 2,4 %³⁶. In the academic year 1997/98 32,8% of the students who graduated with a doctoral degree were women.

Table 6: Graduates and graduated doctors broken down by sex

1997/98	Men	Women	All
Graduated	6 951	6 273	13 224
Graduated doctors	1 295	633	1 928

Source: Hochschulbericht 1999

Table 6 above shows how many students who finish their ordinary studies (Erstabschlüsse) and their doctoral studies (Zweitabschlüsse) in the universities of Austria in 1997/98³⁷. We can see that there is almost the same amount of students of each sex when it comes to graduates whereas men are twice as many as the amount of women in the amount of graduated doctors. It should however be noted that the figures do not speak of the same age cohort in the two categories; graduated and graduated doctors.

One of the major changes in these years is the focusing on teaching quality. Surely this will lead to an enlarging number of classes with testing and laboratories instead of lectures³⁸. This means, as a step towards the system applied in the USA, that more study assistants will be needed. As pedagogical skills also are valued positively in the future academic career, it may become a stepping-stone for some study assistants in their path towards a career in academia.

As mentioned, a reform is currently being undertaken, which makes the ladder to climb a bit different from how it used to be. Here is a figure of the formal requirements for reaching certain positions in the past and present:

Figure 1: Overview of positions in universities and universities of arts:

Reform of the university teacher role	
Before (UOG 1975)	New system (Neues Dienstrecht)
<p>University assistant</p> <ul style="list-style-type: none"> • 4 years limited • Qualification needed: Diplom exam • Ordering by minister • <i>Bedarfs- und Leistungsprüfung</i> -test to come to the next employment (usually positive) <p>University assistant</p> <ul style="list-style-type: none"> • 6 years provisionally pragmatized • Doctorate • Ordering through minister • Leistungsprüfung: With Habilitation automatic transfer to next employment <p>Extra ordinary Professor</p> <ul style="list-style-type: none"> • Unlimited pragmatic • Habilitation or similar qualification • Ordering by minister <p>Ordinary Professor</p> <ul style="list-style-type: none"> • Unlimited pragmatic • Habilitation or similar qualification • Job calling by rector 	<p>Scientific colleague</p> <ul style="list-style-type: none"> • 4 years limited • Diplom exam • Ordering by rector • New contest <p>University assistant</p> <ul style="list-style-type: none"> • 4 years limited • Doctorate • Ordering by rector • New contest <p>University professor</p> <ul style="list-style-type: none"> • Max. 7 years limited • Scientific + pedagogical qualification, Führungsqualifikation • Job calling (simplified), entitled by rector <p>University Professor</p> <ul style="list-style-type: none"> • Unlimited • Scientific + pedagogical qualifications, Führungsqualifikation • Like before Berufungsverfahren Titled by rector

Source: Der Standard.at on 20/02/01 their source BMBWK

For continued employment as a university assistant on a long-term contract, currently one needs a positive evaluation of performance in research, teaching and administration as well as a doctorate. Furthermore one needs to prove that the task fulfilled justifies a permanent position. In principle, the same or equivalent qualifications are required from a foreigner as from a student from the Austrian system. Totally comparable to Austrian citizens are only citizens of Luxembourg (sic), citizens of Lichtenstein and members of the German speaking community in Bozen (Italy)³⁹.

A doctoral study generally requires a minimum of four semesters after the Diplomstudien. Doctoral candidates are required to present a thesis approved by at least two professors and an examining commission, and pass the final oral examination (Rigorosum) before they are awarded the title of Doctor.

Doctors who have done the Habilitation exam will with the UOG 1993 be considered as Hired Lecturers (VertragsdozentInnen), which is the step just over Assistants. It is the intention of the reform of the university organisation to make it easier to get AssistentInnen places for a longer time without taking the Habilitation exam⁴⁰. For higher posts than Hired Lecturers it is necessary to make an application addressed to the department in question. When giving the jobs, the criteria taken into consideration is prior work, publications, citations and in some cases teaching experience.

Voices are raised that with the unification of the two professor titles, a large group of people now will have to wait a very long time for a step up the ladder, as the higher post hasn't been more available. At the moment there is a great number of university teachers with the old title of Dozenten with a Habilitation that are waiting for a University Professor post to be free. Some of them choose to be a Hired professor with the uncertainties that are related to not having a permanent post.

The where-to-go questions and state of affairs of the university are highly debated subjects both inside and outside the university. In smaller circles the absence of women on the higher parts of the ladder is also discussed, and often some kind of equal opportunity measures are proposed as a solution to the scarcity of women in top positions.

4. Equal opportunity measures

Since the UN "Women's Year" 1975 there has been a benevolence towards equal opportunity measures and promoting women in academia has been an is-

sue of debate in the sector. In the seventies and earlier there have been several attempts to advance the position of women in the universities especially driven by women's groups locally in the universities. There has though been little done until this crucial year. An explanation for this could according to Seiser (2000) be the typical Austrian way of action characterised by "social partnerships" and legitimate interests represented by legal bodies, definition of objectives and in all a quite institutionalised way of doing things. From 1989 and onwards there was a Women's Summer College, where interested scholars and members of working groups appointed by the Minister met and made proposals for the making of an equal opportunity law. An interesting feature of these laws is that they were not stipulated in separate laws but were integrated in the laws regulating the organisation of the universities⁴¹.

The National Employment Plan (NAP)⁴² gives some indications of the country's latest intentions in equal opportunity matters. In the fourth pillar of the plan the current situation for the advancement of women is explained like this:

Since 1994, the employment rate among women, expressed as a percentage of the population of between 15 and 60 years of age, has been falling slowly. (In 1996, female employment was 61,4%, a fall of 0,3 percentage points compared with 1995. Over the same period, the male employment rate fell by 0,5 percentage points, to 76,2%.) This trend is closely associated with later school-leaving and earlier retirement. The (registered) unemployment rate among women has for years been higher than for men (1996: 7,3% women, 6,9% men).

In order to improve this some general aims are marked in the document:

A realistic approach to increasing the rate of employment in Austria is primarily via moves to boost employment for women. And one of the central elements in achieving this aim will be to make it easier to reconcile work and family responsibilities.

The national aims, as planned by the Austrian government are as follows in the NAP:

- *Marked increase nation-wide, in relative terms, in government funding for training schemes for women and girls.*
- *Marked increase, in relative terms, in funding for apprenticeship training for girls in companies and in training establishments.*
- *Greater proportion of women in active labour-market policy measures, e.g. by setting gender-specific quotas.*

And, according to the same plan, some of the measures to be taken are

- *More training opportunities for unemployed women and female job seekers.*
- *Broader eligibility for unemployment (training) benefit (in conjunction with minimum quality standards for childcare establishments, e.g. opening times, career standards, affordability).*
- *Stronger element of obligation to produce special plans for female workers under the amendments to the ArbVG (Workers' Insurance Act) and the Equal Treatment Act: the employer is required to consult the works council on what measures are needed to promote female employment and to reconcile care responsibilities and occupational demands.*
- *Higher proportion of women in the workforce by extending the career-break returnee programme.*
- *Introduction of an audit scheme for a family-friendly world of work: existing family-friendly measures in Austrian firms will be surveyed and further developments encouraged.*
- *Measures to make part-time employment more attractive for employers and employees in order to make it easier to reconcile family and work. This also applies to the public sector.*

In a section on provision of care facilities, the NAP describes how Austria is short of some 139 500 childcare places and describes what to do to relax the situation. One of the interesting measures is to provide funding for flexible childcare facilities for students with a part time job.

In the next section of the NAP some measures for easing the return to working life are sketched out. For instance, the right for people on unpaid leave to have information on important developments in their firms. This could possibly be applied to doctoral students and surely to people with a post in the HE institutions. Because of the endogamy that might reign in many departments it is of vital importance to people on leave to stay informed of what is going on in their home departments.

The fulfilling of the NAP is evaluated periodically by the European Commission and in order to obtain the above sketched goals, a series of measures were brought about. Most important, in 1995 the Women Enforcement Plan (Frauenförderungsplan) was taken as a measure to reach more general goals of the Austrian Equal Treatment Law (Bundesgleichbehandlungsgesetz). In the Frauenförderungsplan, paragraph 10, the equal worth of gender- and women studies to other academic fields are insured. The paragraph refers to situations of giving the Habilitation or valuing candidates for a position⁴³.

A very concrete goal is that 40% of the total amount of employees in purpose- and salary groups (Verwendungs- und Entlohnungsgruppen) must be women. It

even says that in every employment category where the share of women is less than 40% the number of women must rise by 20% in the next 2 years. Furthermore in the categories where less than 10 % are female the number of women should rise by 100% in two years. If the female share is 0% it should be raised to 5%⁴⁴. These goals are of course perfectly transferable to the academic field.

One of the measures to obtain these goals is to force the committees to take the female whenever a female candidate is just as merited as a male. To control that the measure is being implemented, the candidates have the right to see the conclusions of the committee, to compare with the positive discrimination intentions and complain to the courts if the plan was not followed. The Workgroups for equal treatment issues (Arbeitskreise für Gleichbehandlungsfragen) can also be consulted and they have the right to read the acts in staff questions. Every university and university of arts has such a workgroup, which in cases of discrimination can make the evaluation be repeated. If it is repeated and the workgroup still finds that there is discrimination, the workgroup may make a complaint about the committee to the minister. The workgroup is then compares the actual case with the Frauenförderungsplan and legally with the law of equal treatment (Bundesgleichbehandlungsgesetz). The assignment will then be closed until the minister has decided. In order to make sure that these working groups had power and were independent on the administration two provisions of the Constitution had to be changed! But as Seiser (2000) writes:

...the Equal Treatment Act does not provide any sanctions for non-compliance with the Affirmative Action Plans, neither would the universities have accepted substantial sanctions for their domain⁴⁵.

Members elected from the highest self-governing bodies at the universities, e.g. the faculties, compose the Equal Treatment Working Groups.

In academic entities smaller than a university an Ombudsman of equal opportunities (Gleichbehandlungsbeauftragte) is appointed. Every entity also has appointed a

Female contact person (Kontaktfrau) that can be consulted in equal treatment matters. She can on her behalf complain to a regional workgroup for equal opportunities (Arbeitsgruppe für Gleichbehandlungsfragen), which are in contact with The Ministry of Science and Traffic (BMWV, now BMWF).⁴⁶ It should be noted that the wording of the position, Kontaktfrau, indicates to that this position is reserved for women.

From what is said on the homepage of the Ministry of Education, Science and Cultural Affairs the following lines give us an idea of the ambitions in the ministry.

Austria is trying hard to guarantee equal opportunities to women. But still females tend to choose educational pathways which lead to lower educational levels than those chosen by males which in turn leads to poorer career prospects for women⁴⁷.

The minister Casper Einem has in his green book on Austrian Science Policy written a chapter on women researchers and their career possibilities. He emphasises that government policy should be to promote childcare facilities in the nearby or on university ground. Furthermore policy is to promote the reinsertment of female scientist after a leave. An even stronger measure to promote women is to include raising the female share in Fachhochschulen in the financing plans of the same. Furthermore the text also describes some indicators of female participation that must be controlled in the future⁴⁸. There are also some stipends mainly aimed at women. Some of these are related to feminist and women-studies.

With regard to questions of gender studies and the situation for women in academia in general there are some interesting outlines in the UniStG 1997. In paragraph 3 article 7 it is stated that equal treatment of men and women, as the equal worth of women- and gender studies to other studies, must take place. The securing of the equal worth of women- and gender studies is a novelty in Austrian study acts⁴⁹. A special budget for the teaching of gender-studies will also exist in the implementation of UOG 93. It will at most universities be included in the Study Plan (Satzung), and in the University of Salzburg there is even a quantitative measure for the resources for the teaching of gender studies. It is said that a minimum of 2% of the total teaching hours should go to this kind of teaching⁵⁰.

But even though there are measures to promote women, it is difficult to avoid that men and women taking different career paths in their way through university. To avoid the strong sex segregation in Technical Studies some measures have been taken. Among them is the FIT project at the Technical University of Graz, where a series of female students, graduated and professors take part in information days in secondary schools to show that women can manage a technical career. After a slow start from 1992, in 1999 some 505 girls participated in the information day. FIT is projected to be expanded to be arranged by the universities of Linz, Klagenfurt and Innsbruck⁵¹.

At last, but certainly not least there is the Interuniversity Coordination Centre for Women's Studies in Graz and Wien. The later has now changed its name to Project Centre for Women's and Gender studies, but the work is still to collect and coordinate gender studies and studies on women at the universities. An im-

portant role for them is also to gather gender-specific material. As for instance to conduct surveys on how much working space there is for each male/female scientist. These centres have a firm situation with financing already assured for some years, and a new similar centre has been opened in Innsbruck and is opening this year in Klagenfurt and Linz⁵².

5. Hot issues in the educational debate

To find out what are “hot issues” in the educational debate one could do a simple count up of the articles written on certain things in the “education”-section of the newspapers. Such a selection can be done on the homepage of *Österreich Bericht*⁵³, by selecting the word “Bildung”. When choosing the period 2000/01/01-2000/10/10, 69 different newspaper articles appear. We notice that there is a huge increase of articles on education when summer begins. Only 12 of the articles are from the first 5 months! The first article of the year on educational matters reveals what is to be the great issue later this year: The student fees. A whole 46 out of 69 articles deals with Student Fees (Studiengebühren). A second feature of the articles is a discussion of why Austria has so few academics, a topic which is related to the first one. Few Academics (Wenige Akademiker) is a theme that is present in 7 of 69 articles. A third more general theme would be educational reforms in general, and the educational policy of the black-blue coalition in particular. The articles are from a great variety of newspapers, among which *Die Presse*, *Der Standard*, *Salzburger Nachrichten* and *Wiener Zeitung* are the most frequently cited.

A search on “Bildung” at www.webfactory.apa.at, which is a homepage connected to the Ministry of Education, Science and Cultural Affairs, gives a similar view: Studiengebühren is the great theme- 39 out of 68 articles mention Studiengebühren in the headline. Other articles were somehow related to the subject.

Other themes in *Österreich Bericht* would be general science policy, as it could be in many other countries as well. A more peculiar debate was the one concerning why Austria has got so few academics or why there are so few students compared to other countries. Austria's good employment situation, with a general unemployment of only 3,2% according to July 2000 Eurostat measurements, gives the universities problems to attract new students.

The debate about study fees is somewhat preinitiated by some newspapers, e.g. *Der Standard*, where a journalist in the winter months is guessing on what would be the politics of the new government. The debate explodes when on the 19th of September the government presents a law that will oblige students to pay a fee

for studying. The fee will be 5000 ATS per semester, that is 10000 ATS a year, (which in Euro is 363,4 per semester or 726,8 Euro a year). The fees will be introduced by the Fall 2001 and should bring the government some 2 billion ATS (145,4 mill. Euro) a year, where of 1 billion S is going back to the universities, reports Die Presse 2000/09/20. The party leaders of ÖVP and FPÖ, Wolfgang Schüssel and Susanne Riess-Passer, said in a press meeting that at the same time the stipends for students would be raised and stretched out to more persons. The purpose of the fee is to bring down the average study time in Austria, which is 7,3 years for a candidate compared to an average of 4,3 years in the OECD countries, according to the same newspaper.

Part of the opposition, the green party, was immediately attacked the law as they considered it break a word of honour made by Elisabeth Gehrler, the minister of education. In OÖ Nachrichten the journalist considered the governmental parties not trustworthy as they promised not to introduce study fees before the election. The Kurier is of the same opinion. The Neue Zeit Graz finds it ironic that students now will have to pay fees, when 2/3 of the students work beside their studies. If the intention is to shorten the study period it's a bad measure, was the conclusion. Neue Volksblatt, on the other hand, affirms that "whom pays can demand more", and that the university is not able to live up to that. In the Kurier, ÖVPs Khol says that there is no introducing of fees (Gebühren) but of contributions (Beitrag) and that these should help to make the universities stronger. At the same time the funds should help the government in getting the zero deficit demanded by the EU to enter the Euro. Josef Bruckmoser for the Salzburger Nachrichten follows the same line confirming that the roads didn't get better by the introduction of road fees; fees that have gone up considerably since the introduction in 1997. The debate also reflects more general views as Martina Salomon in Der Standard notes that Austria was "being unique internationally by having free university access"(sic). She finds higher stipends necessary as well. The Tiroler Tages Zeitung (2000/09/21) talks of a social numerus clausus, when needy people now get only 24.000 ATS in family aid (Familienhilfe) a year and they will pay 10.000 ATS back to the government. Werner Amon from the ÖVPs youth organisation also finds higher stipends to be a prerequisite for student fees (Salzburger Nachrichten 2000/09/20). In Kleine Zeitung the columnist is thrilled about the idea of fees and is of the opinion that "those who know what it costs will study better". Voralberger Nachrichten (2000/09/21) continues with the headline "Gut und Teuer"; saying students study long because it's free. Later Kronen Zeitung adds to this point that each year 46% of the students do not take their exams.

The following day, Die Presse (2000/09/21) wrote that SPÖ, Grüne, parts of ÖVP and some FP-politicians are against the fees. The students' organisations

are clearly against and the Central Board of the administrators' organisation (Zentralvorstand der Beamtengewerkschaft) is considering a strike. The minister of education tried to meet the criticism by affirming that it is time to break taboos. Fees will lead to more cost minded students (News, 2000/09/22). The ÖH-chief affirms in the same newspaper that fees are the goodbye to the free university studies, and threatens with a strike as 70-80 000 students are hitting the streets to protest.

Some days after the storm Elisabeth Gehrler affirms that part of the money from the Gebühren (400 mill ATS) should go to stipends (Die Presse, 2000/09/25). She concludes by saying that her intention is to give teachers less time in the administration and more time in the classroom (sic).

The general debate is more about principles, should there be fees or not, than about the size of them. The opposition argues that fees would make recruitment to universities socially unequal, while the black-blue government argues that small fees will make only the people really wanting to study do it and not lazy youngsters with nothing else to do. The debate makes Das Profil (2000/09/25) look at what other countries policies are about fees. Only three other EU-countries charge at least 10 000 ATS a year. Those are Italy, the Netherlands and Great Britain, where the last one gives considerable stipends to about 90 % of the students. A lot of countries have no student fees, among them Sweden, and the EU-15 average is around 500 ATS a year.

The feminist thoughts are not reflected in the debate in the newspapers. It is questionable whether the introduction of fees will have different effects on women compared to those on men. On one side it could be argued that women might earn less money in this phase of life, especially if they are single parents, and would have difficulties in assuming the payment. On the other side one could join the chorus of the conservatives in the newspaper debate and say that when thinking of the before mentioned higher drop out rate of women, women will appreciate the education better when they pay and therefore stay until the bachelor or graduation.

The mentioned debate about the low amount of academics in Austria is somehow intertwined with the debate concerning study fees. In Der Standard (2000/09/22) Richard Sturm from the Department of Financial Affairs (Institut für Finanzwissenschaft) at University of Graz says that fees will bring the graduated quote down in Austria. In a international comparison by the OECD (1998 figures) revealed in Spring, Austria is situated at the very bottom of the list with only 8% of the 25-65 year old having an academic degree. In France 12% have one, in Sweden 14%, Germany 16%, Great Britain 17% and in Spain

18% of the population have an academic degree. The explanations given in the newspapers concentrate on the fact that there doesn't exist any 3-year bachelor exam in Austria. In Denmark where it is recently introduced it is not very popular and Denmark with its 6% academics is the only OECD-country below Austria. A bachelor exam would however reduce the large number of dropouts, which is currently as high as 50%. Another explanation, given by Josef Bruckmoser in *Salzburger Nachrichten* (2000/05/17), is that the effects of the introduction of the Pedagogic Academies (Pädagogischen Akademien) will first be seen in the statistics in a few years. Bachelor studies will be started in Wien, Graz, Innsbruck and Salzburg this Autumn. Also the weight of the Fachhochschulen is not measured in the statistics yet. If Academies for Preparing for Working Life (Berufsbildende Akademien) and colleges are included in the figures Austria will reach a graduated quota of 13%. In Austria a beginning students expected years of tertiary education is only some 1,8 years for men and 1,9 years for women. That is when the average Austrian starts a course of study he or she will study 1,8 years on average. Of the seven countries only Germany has a lower figure. Still the general figure for men and women has risen from the 1,6 years of 1995⁵⁴. And what is more Austria has spectacular figures on changes of number of students at tertiary level between 1995-1999: A 44% increase in students in a time where the demographic changed from a 100 to 62! That is with 1995 as a basis year (100) the students' rose to 144 and the youth available in a certain age group has gone down to 62⁵⁵.

A subject that was hot some months ago is the appearance of the Fachhochschulen and its implication. We can analyse it by looking at the statistics presented in the Higher Education Report (Hochschulbericht 1999)⁵⁶. A table shows that there is considerable sex segregation in different kinds of education in the 10th grade. Moreover there is a significant decrease in the number of students attending university from 1993/94 to 1997/8 (19 479 compared to 16 684). In this period the female share of freshmen rose from 51,4% to 58,4% and simultaneously the very prestigious Fachhochschule-Studiengänge starts and by 1997/98 they have 2 462 students and a female quota of 28,7 %. The low female interest in Fachhochschulen can largely be explained by the fact that most of the courses offered have a technical vein. It seems that university loses students not because of tougher admission criteria (as there are few) but because of lack of popularity. Students, and especially male students, who some years ago would choose to go to university, would in 1997/98 choose to go to Fachhochschulen for a shorter more working-life oriented study.⁵⁷

6. Marketisation?

Is this shift towards Fachhochschulen, which prepare students directly for the labour market, a part of a general marketisation of the higher education system? The term “marketisation” could be seen from different angles. A sign of greater market intervention in the educational sphere could be: Fees recently introduced for students; opening of private universities (a catholic university, the IMADEC and two other Vienna universities); budgeting universities from the quantity of what they produce, e.g. graduates/year etc; possibility to jump the queue by for instance paying for entrance to a course. From what I know only the gaining of terrain of the Fachhochschulen is really happening. Nor can anybody in Austria jump the queue, nor are there any big private universities of importance. Also as mentioned before, the university boards will now have to maintain a dialog with the local business life. But it doesn't seem to have been a clear move towards marketisation in Austria. And if there is a move in this direction it is of a much minor proportion than in Germany or Spain. The new blue-black government has not had any major explicit ambitions in this direction so far, but after all they did introduce the student fees, so we will have to be cautious in our judgement.

In times of globalisation there is nevertheless a discussion going on at a not very intense level, a discussion that maybe could be framed “marketisation”. In the Hochschulbericht 1999 under the heading Permitting Private Universities (Akkreditierung für private Universitäten), a proposal is done of accepting education taken abroad at private universities. It is argued that to establish a foundation for international mobility of Austrian and foreign students, an incorporation of part of a curriculum in a private university could be included in an Austrian recognised degree. It is discussed if such universities thereby also should be allowed to perform on Austrian territory. The recommendation is though to install a juridical person in Austria to legitimate studies abroad at private universities. In the end private universities were allowed in Austria but so far only four have appeared.

In the ethical principles of the University of Wien it is stated that the university regards state funding as the best way to safeguard freedom of research and teaching. This is a rather accepted principle still in Austria.

Nevertheless, as the following paragraph mentions, there is some proof that the Austrian Government will change the system.

Paving the way towards more autonomy: The Austrian education system is about to change from a centralised to an autonomous system. Technical and vocational schools are pioneering this development for they have already started

*to integrate the industry's criteria of quality assurance into their own curricula in order to provide for high-quality education and training*⁵⁸.

7. Definitions

Where no further indications, the definitions used in this inform are based on the following:

Tertiary education in Austria takes place at:

- Universities (wissenschaftliche Universitäten);
- Universities of arts (Universitäten der Künste)
- Higher vocational programmes (Fachhochschulen, Fachhochschul-Studiengänge)
- Post-secondary, non-university institutions as there are:
Compulsory-school teacher-training colleges, colleges for social workers, colleges for paramedical staff (Akademien, Kollegen)

Academic staff:

All staff on the payroll with teaching responsibilities (sometimes two or more persons share one post).

Categories:

UniversitätsprofessorInnen

Emeritierte UniversitätsprofessorInnen

GastprofessorInnen

HonorarprofessorInnen

UniversitätsdozentInnen

UniversitätsassistentInnen

LehrbeauftragtInnen

StudienassistentInnen

Wissenschaftliche MitarbeiterInnen im Lehrbetrieb

Students:

Regular students (ordentliche Studierende): Have successfully completed their studies at secondary level, i.e. passed the matriculation examination (Reifeprüfung). For adults without this formal qualification, an alternative is offered by a set of preparatory courses and a special examination (Studienberechtigungsprüfung), leading to admission in a certain field of study. Universities of arts hold special entrance examination to test artistic ability. At Fachhochschulen additional examination may be required. Regular students may enrol in programmes leading to a bachelor- or master-degree (Magister, Diplom-

genieur) or to a Doctor degree. There is no limit on age and no full-time/part-time structure.

Non-regular students (ausserordentliche Studierende): Enrolled to vocationally oriented programmes at post-secondary level (Universitätslehrgang) or vocationally oriented post-graduate studies (Master of advanced studies). There are no statistics available on non-regular students at present. Therefore data are not included in UESCO/Eurostat statistics.⁵⁹

8. Statistical findings

In this section I will try to sketch out some important statistical findings not closely related to the above chapters, but which are of a great importance when addressing questions about the advancement of women in academia.

Table 7 shows how women and men are distributed according to their choice of academic career. Some studies have a female share between 40 and 60%, others have fewer women and yet some are feminised. There are no great surprises among the distribution and it is very much comparable to other countries and Austria itself a decade ago. In other countries, among them Germany, engineering is also the field of study where least women go.

Table 7: Percentage of students broken down by field and sex

	Women students	Men students	Women in %
Humanities, applied arts, religion	24	13	63
Social Sciences	37	37	49
Education Science and teacher training	12	4	75
Law	11	13	45
Natural Sciences	6	8	41
Mathematics, computer science	3	12	20
Medical Sciences	12	8	60
Engineering, architecture	6	27	18
Others	5	6	48
Field of study unknown	-	-	X

Students by field of study in %, tertiary education. Sum is not 100% in the first two columns as some students are counted more than ones. From Eurostat: *Education across Europe. Statistics and indicators 1999*, Luxembourg, 2000.

Having children does have an influence on the labour market as only 71,0 % of all 30-34 year old women work compared to the fact that 88,5% of women without children have a job⁶⁰. Women have done some catching up in recent decades with regard to individuals with a HE (Hochschule) education. In 1991 2,6% of women and 5,5% of men had a HE degree, whereas in 1961 only 0,6% of women and 3,2% of men had one. Although the gap is bigger in 1991 in absolute terms it is much smaller in relative terms. The difference is even smaller in 1997 for 25 to 30 year olds, where 4,9% of women have one and 6,0% of men has one. An interesting figure from this table is that the male quota is the same, 8,6%, for 30-40 year olds as for 40-50 year olds. For women it is 4,0% for the group of 40-50 years old and 7,1% for the 30-40 years old. The female share of university students was in 1979/80 46,3% with 14 503 students. So the female percentage has risen a lot to today's figures with the total number of students rising only slightly. In 1997/98 there was a great deal of segregation at higher studies level. In Veterinary Medicine (Veterinärmedizin) study over 75% of students where women but of the Technical (Technique) students under ¼ were female.

Austrian labour market

In a context where participation in doctoral programmes are somewhat conditioned by the possibility to get a job in the ordinary labour market, it is interesting to look at the labour market situation.

Generally there is a very low unemployment rate in Austria. Figures from Eurostat say that in July 2000 Austria had a 3,2% of its labour force out of work, compared to 5,9% in Sweden and 14,5% in Spain (El País, 2000/10/04 referring to figures from Eurostat, which is using what in Austria is called "European figures"). The "Austrian figure" is 5%. This low figure could though hide some large numbers of early retirements.

There are some other important figures from Hochschulbericht 1999⁶¹. Graduated from secondary school is the only category where more men than women are unemployed in 1997. Both men and women in Hochschule have an unemployment quota just a little bit higher than 3 percent. For women with only Compulsory School (Pflichtschule) the unemployment quota is 13,6%, decreasing the more education one has, ending below 3% in the higher education institutes and similar education. The graph shows that on average women earn considerably less than men in Austria, but the differences are narrowed down to 21 500 ATS/month for the average male administrator (Beamte) and 20 000 ATS/month for the average female Beamte, so all though the categories are not perfectly comparable, it seems as though the difference is much smaller than in

for example Spain where graduated women only earn 4/5 of male salaries⁶². Women with tertiary education have the highest employment rate. 92,2% of 30-34 year old women in this category works at least one hour a week.

A noteworthy feature of the Austrian labour market is that it is the second best country in EU-15 after Luxembourg concerning "non-nationals" working in their country. Austria is, because of its geographical position close to many East European countries and Turkey, clearly n° 1 in EU-15, in what refers to non-EU-citizens working in their country. About 9 % of the working force is non-EU-nationals⁶³. There is very little difference between non-EU citizens and nationals in labour activity for people aged 25-49 years. In this age group 85,9% of nationals performs paid labour as compared to 80,6% of EU- citizens and 83,6% non-EU-citizens⁶⁴.

The activity rate in Austria is 58,4% of the entire workforce whereof 69,1% of men perform paid labour and only 48,7% of women. For the population of 20-24 year olds though, the shares are rather equal, as 75% of men work and 72% of women. The disparities are increasing if we consider the population aged 25-29, where 87,9 % of men and 80% of women perform paid labour.

Table 8 below indicates the employment/population rate for 25-49 years old according to their marital status⁶⁵. (There are figures available for the age group 25-29, but they are not as reliable). The age structure in the different countries is of course not identical. However by taking such a wide frame as 25-49 years old we can make rather safe judgements.

Table 8: Employment rate broken down by marital status and country, 1997

	Austria	Germany	Spain	Poland	France	UK	Sweden
Single m	82,8%	78,6%	65,6%		78,0%	79,5%	76,3%
Married m	94,5%	90,8%	87,3%		91,9%	91,1%	88,2%
Single f	82,5%	79,3%	57,7%		71,3%	71,7%	76,3%
Married f	68,7%	64,4%	40,8%		66,1%	73,7%	79,4%

Source: Eurostat: 1997 Labour survey, Luxembourg, 2000 and own elaboration.

The table clearly indicates that the marital status has different influence on the working probability for men and women. What is even stronger at hand is that there are considerable differences between countries. In Austria there is a clear tendency for men to have greater work probability when married than not married and vice versa for women. In Sweden and the UK however both women and

men tend to have greater job probability when married, although this tendency is greater for men than for women. Austria fits into the "catholic group" of the countries who all show the tendency for marriage to be an obstacle for women to work⁶⁶.

Table 9: Women share in % by universities in Austria

University	Students	Student hours	Graduated	Graduated doctoral students	Assignment ass. & Dozenten	Univ. assistants	University Dozenten	Univ. Prof. UOG 1993	Aord. Univ. professors	Ord. Univ. professors	Total Professors
Univ. Wien	68,2	58,8	59,0	43,7	44,5	34,0	16,2	-	9,3	6,3	7,4
Univ. Graz	67,2	56,9	58,5	44,0	52,8	35,0	14,2	-	3,5	5,1	4,5
Univ. Innsbruck	53,9	47,9	48,3	36,0	37,4	25,8	10,8	-	5,7	8,4	7,6
Univ. Salzburg	67,7	56,0	57,7	34,3	53,8	32,0	15,6	-	6,7	4,5	5,3
Tech. Univ. Wien	23,7	19,7	20,6	13,5	28,7	12,6	3,9	-	3,4	0,8	1,7
Tech. Univ. Graz	22,3	14,4	15,1	11,3	29,1	10,9	1,8	3,1	-	-	3,1
Montanuniv	20,2	14,2	9,3	3,7	16,7	7,5	4,5	0,0	-	-	0,0
Univ. for Agriculture	43,4	35,7	35,4	19,0	70,6	26,1	8,3	8,6	-	-	8,6
Vet. med. Univ. Wien	74,7	69,3	64,2	45,3	69,6	48,0	11,5	9,7	-	-	9,7
WU Wien	51,4	43,6	45,9	30,9	45,2	34,3	13,9	2,7	-	-	2,7
Univ. Linz	49,9	37,0	32,9	22,6	33,7	19,8	4,7	2,8	-	-	2,8
Univ. Klagenfurt	63,9	57,5	68,1	48,4	66,7	30,2	15,9	3,6	-	-	3,6
Total	57,6	47,1	47,4	32,8	42,6	28,1	12,4	3,9	6,3	5,5	5,2

Source: Bundesministerium für Wissenschaft und Verkehr: *Hochschulbericht 1999*, band 2 p. 76-77.

If we see to the group of people who could have a future career in science, people between 25-29 years of age, in Austria 79,2% of them are in employment. For men the figure is 82,8% and for women its 75,6%. This is a smaller disparity than France, UK, Spain and Germany has in this age group (still no figures available for Poland)⁶⁷.

In Table 9 there is a clear visualisation of the theory of the glass ceiling. There is a majority of female students counted by registration at the universities, somewhat half in counted by hours inscribed in the universities and graduated. As we go up the ladder in the university world there are fewer women, as to end in only being 91 the number of University professors, (Universitäts-profesorInnen) out of 1654, that is 5,5%. The Austrian National Statistics Office also counts the 12,4% of University assistant professors, UniversitätsdocentInnen and VertragsdocentInnen as "professors", which of course would raise the figures slightly. Voices have been raised about this renaming being thought of as a way of raising the female quota. The permanently employed Dozenten are now "professors", they now have more teaching obligations and are eligible for many leadership positions (e.g. head of department, president of the university senate and so on).

9. Conclusions

The Austrian higher education system has undergone some serious changes during the last decades and it is still uncertain to what extremes the interpretation of the 1997 University Studies Act will come to change practices. The rapid rise of the Fachhochschulen would also call for precautions in describing the immediate future of the higher education system. For instance we still do not know if the graduates of the Fachhochschulen will make use of their legal possibility to enter doctoral study at a university. If they do, will they when finish having greater career chances in academia than those who started out in the universities? These questions are highly relevant for future investigations and for our project, as Fachhochschulen at the student level is highly gendered. The university students are equally distributed.

Moreover some of the changes in the higher education system are evident in the university system. Many of the changes are made to make the Austrian system comparable to the other systems in the European Union. One example is the introduction of the Bachelor title, which will change the study system from a two-step to a three-step model, with bachelor, master (Magister) and doctor title. This measure has been taken in order to increase the flexibility of the system and ease mobility among the students. It is not yet clear whether this will be good

news for female students or perhaps men have more advantages of being able to move.

Another example of change is the reorganising of the administrative roles of the university. Before researchers and teachers had to deal with administrative problems with a professional centralised staff, but now every department has a special duty to administer their own affairs. This has meant an increasing administrative pressure on the academic staff, but also a much more flexible workplace. As is the case now, one would take administrative decisions oneself or ask a fellow scholar, which in principle would have greater possibilities of understanding the peer. It is unclear whether this change has had a positive, neutral or negative effect on women's career chances. One could though fear that the change (back) to a more informal day-to-day routine, in some places would lead to a backlash to "the old boys network", where the old lads seem to help each other more than women.

The problem of marketisation could come to mind when speaking of the reorganisation of the Austrian higher education system. But from what I can see there has not been a clear move towards marketisation in Austria. And if there is a move in this direction it is of a much less degree than in Germany or Spain. The new blue-black government has not had any major explicit ambitions in this direction. There are indeed four new private universities in Austria, but their influence and size are but marginal.

Closely related to the career path of women scientist is, as is well known, their civil situation. The problem of dual career couples is further strengthened in Austria because of the double pressure it puts on the women: On one side there is the Europe-wide pressure that when both persons in a couple are working, taking care of the home will by power of tradition fall on the woman. On the other side there are large gaps between men and women with tertiary education in getting a leading position in a company, mostly because of different job genre choices⁶⁸. Both sides keep pressure on women to slow down their science careers.

While the rules and structure of the university system in Austria by any means are more androcentric than the ones of the other countries, there is a cultural side of influence on women's representation in academia. What I would call the catholic design of the welfare and tax system, or breadwinner model, could influence the situation of women in the universities. It is showed in this exposition that women who are married in Austria tend to work less than those who are single, a tendency not that strong or not present at all in countries with a "Nordic" (Sweden) or "statist" (France) or "liberal" (UK) design of welfare and tax

system. It is obvious that one would have to take cultural influences in to consideration when evaluating the presence of women in the universities and their reasons for being there.

WEU project aims

With a lot of questions of the WEU aims unanswered it is appropriate to describe some possibilities for future research related to these questions:

-Descending prestige.

One can observe a strong rise in the quota of female students over the last decades. It has come to the extreme that coinciding with the opening of the Fachhochschulen in recent years, the absolute number of males entering the universities has declined! Such an occurrence is unique in Austrian university history and hardly found other places in Europe. In the same period of time the absolute number of female freshmen continued growing. With no numerus clausus it seems like the reason for the stagnating numbers of university students could have to do with a falling popularity, at least among males.

It is an absolute necessity to investigate if this fall in popularity is translated into a general decline in prestige for the university. Is the position of University professor socially lower today than the Ordenlicher Profesor was some years ago? Does holding a position at the university today mean losing prestige compared to an alternative in the private sector? How was this relationship some years ago?

One would have to find out if the opting out of the male presumptive students and the higher ratio of female teachers and researchers means a loss of prestige. There are visible signs of a beginning feminisation of the position of University assistant at some faculties in the humanities or for example medicine. Does this mean that women have gained positions in equal competition with men or does it mean that men rather would work in the private business life? These are questions that need to be empirically answered. I suggest a combination of questionnaire design and a case study to test the different hypothesis here being advanced.

Since the beginning of the 1980s there has been a series of equal opportunity measures in order to raise the quota of female researchers and teachers. It is now obligation for every university to have a board, which deals with these questions. There is a possibility for students and researchers to address these boards with problems of equality. Laws have also been introduced to back up these boards and to favour gender mainstreaming in general. There are now laws which try to make the under represented sex being selected when new candidates are sought for positions in the university system and two candidates of op-

posite sex have equal merits. Also stronger methods like quoting in the under-represented sex are tried. It is however not obvious if these and other measures to promote gender equality have been successful. The quota of women in universities has risen, but one may not be sure for what reason. It would be necessary to investigate two almost "identical" faculties in a longitudinal analysis, one using equal opportunity measures and the other not to find out if they work. There are though strong indications that they work as the high rise of women in academia suggest, but more investigations have to be done.

When one looks at the stable political situation experienced by Austria in the last fifty years it is surprising to see that there are so few university professors as the numbers around 6% indicate. There is a series of explanations to describe this fact and it seems obvious that there has been some kind of gender discrimination. There is however few empirical studies available that seem to prove such discrimination. It would be interesting to investigate whether the proportion of women who apply for a post corresponds with the proportion that gets the job. Such a "success rate" has been elaborated by Wennerås & Wold in a 1997 study and followed up by Margo L.M. Brouns in 2000. This investigation of distributions of funds for research shows that men have a higher success rate than women in obtaining the funds⁶⁹. It would be interesting to see similar research being carried out in Austria.

10. List of abbreviations

ArbVG (Arbeiter Verletzung Gesetz)- Workers' Insurance Act

ATS – Austrian Schilling

Bodenkultur – Agriculture

BMBWK (BundesMinisterium für Bildung, Wissenschaft und Kultur) – The Ministry of Education, Science and Culture

BMWV (BundesMinisterium für Wissenschaft und Verkehr) - The Ministry of Science and Traffic

BMWF (BundesMinisterium für Wissenschaft und Forschung) – The Ministry of Science and Research

FPÖ (Freiheits Partei Österreich) – Austrian Freedom Party (Populist xenophobic)

EU-15 – European Union with all members as opposed to the EU-12, which are all minus the countries not participating in the Euro (Denmark, Sweden and United Kingdom)

HE – Higher Education

HEIs - Higher Education Institutions

NAP - The National Employment Plan

OECD – Organisation for Economic Co-operation and Development
 ISCED 1997 – International Standard Classification of Education
 PPS - Purchasing Power Standard
 Reifeprüfung - admittance exam for university
 R&D - Research and Development
 WEU - Women in European Universities
 Unesco – United Nations Educational, Scientific and Cultural Organisation
 UniStG (Universitäts Studien Gesetz) – University studies act
 UOG (Das Universitäts-Organisationsgesetz) - The University Organisation Act
 UN – United Nations
 ÖVP (Österreichischer Volks Partei) – The Austrian Peoples Party (conservatives)
 Östat (Österreichischer Statistik) – Statistics Austria

11. Annotated Bibliography and literature list

By author, if no author specified by publisher

Bandhauer-Schöffmann, Irene (Hg.): *Auf dem Weg zur Beletage: Frauen in der Wirtschaft*, Sonderzahl, 1997. Generally dealing with women and career steps, mainly in business. Reveals for instance that in Bank Austria only 3% of leaders are women.

Brunner, Margit: *Ursachen sexueller Belästigung von Frauen an der Universität*, Profil Verlag, 1991. Describes images of women in history and is based on text analyses of literature and some philosophical remarks.

Bundesministerium für Wissenschaft und Verkehr: *Gleichbehandlung und Frauenförderung im Wissenschaftsbereich*, Wien, 1997. A small pamphlet devoted to how the recent university reforms and equal treatment acts influence on the university day to day life.

Bundesministerium für Wissenschaft und Verkehr: *Hochschulbericht 1999*, Band 1 & 2. The two books written by the Ministry of Education and Transport are an evaluation of what has happened in the field of education since the last report in 1996. They deal with the reform of the university organisation and for the universities of arts. They also comment on financing and international mobility. Furthermore they supply a great variety of statistics on educational matters and student's situation.

Bundesministerium für Wissenschaft und Verkehr, (Ulrike Papouschek und Uli Pastner): *Hochschulbericht 1999, Über die Entwicklung der Bildung und Berufsausübung von Frauen in Österreich*, Band 3. This book is entirely devoted to an analysis of the current situation of women in the Austrian educational system and the path leading to further advancement of women in the universities.

Bösch, Jessica: *Der (un-) aufhaltsame Aufstieg der Frauen an Österreichs Universitäten*, Own print, Innsbruck, 2000. The diplom-arbeit gives an up-to-date revision of the situation of women in the Austrian educational system. It provides material on the history of Austrian women in the educational sector as well as a review of the affirmative action programmes of all times.

Dickinger, Ilse: *Das patriarchalische System als Ursache der Diskriminierung von Frauen im Berufen*, Universitätsverlag Rudolf Tranner, Linz, 1995. Contributes with one chapter on biological differences, another large chapter on socialisation, a fraction on women in universities styled as a historical recount. The author is of the opinion that males still rule the universities and decides "everything". She claims that Frauenförderung, equal opportunity measurements, can't change that women publish less because of having children.

Erleben, Dorotea, *Gründliche Untersuchung der Ursachen, die das weibliche Geschlecht von Studieren abhalten*, eFeF-Verlag, 1742 (1993). A very early work on the reasons as to why women's spirit makes them less suitable for studying. In her time it was said that women should not study because they do not have any use for it and they would abuse of it. The author gives several reasons why not to follow these common claims.

Eurostat: *Education across Europe. Statistics and indicators 1999*, Luxembourg, 2000.

Eurostat: *1997 Labour Survey*, Luxembourg, 1998.

Federal Ministry of Labour, Health of Economic and Social Affairs /Federal Ministry of Education and Cultural Affairs: *National Employment Action Plan*, AUSTRIA, 15 April 1998.

Forkl, Martha/Koffmann, Elisabeth: *Frauenstudium und akademische Frauenarbeit in Österreich*, Wien, 1964. The work is well known in the field of Austrian educational women studies. It describes thoroughly the struggle of women academics when advancing in the university hierarchy through the years. All though a bit old it is a good guide of the history of women in the Austrian educational system. As told by Jessica Bösch.

Frauendokumentations-, Forschungs- und Bildungszentrum Graz: *Frauen Forschen*, Khil, Graz, 1992. A guide to women- and feminist studies of where to find what. In their data from 1987, only 8% of Dozenten were women. In 1988, the Senate made a working group called "Frauen an der universität" and later "Interdisziplinären Frauenforschung".

Gerl, Beate: *Ich bin da so reingerutscht...-eine qualitative Untersuchung über Berufswege und Erfahrungen von Innsbrucker Wissenschaftlerinnen*, Dissertation, Innsbruck, 1992. Sustains, through interviews, the thesis that external support has helped women into academia. She chooses to focus especially on the study of medicine, and why this was supposed to be especially hostile to women. She used interviews and group talks with other gender researchers. Moreover she interviewed students and women doctors in Innsbruck. Women were less represented in the study of medicine at that time. Announces the victimised style of writing in studies of women in fields dominated by men. The study uses the method of Problem centred (Witzel). The other researchers interviewed other academic fields than medicine. She does not find any proof of typical female study motivation. Some have gone to academia because they couldn't make it into business. From the 1950s and on women professors were allowed to have children (p.70). She finds that women scholars must be charming. The male scholars say that women themselves choose the situation. Men go derminated for positions; women are taken with the stream to the first position she states.

Goldberg, Christine et al: *Social und Wirtschaftswissenschaftliche Aspekte: Frauen im Erwerbsleben*, Graz, 1992: In 1990, 83,3% of women in the age between 15-64 worked against 93,7% of the men (p.24). The study finds out that women with university education have lower ranking jobs than men with the same education. Women had higher unemployment in 1991 (6,5% compared to 5,3%) but lower in 1985 (4,7% to 4,9%) (p.36). There is a rather big gender gap in wages between men and women with Uni- or Hochschul education. Öffentliche Bedienstete Zusammen 1989, June. P.42 (13110 ATS/16960 ATS) The difference is even bigger for people with this education than generally (table 21, p.44). Of HochschulabsolventInnen a 13% makes it to a leading position, for 30% of the men. Mostly because of different job genre choices (p99). Also in this book we see a statement that the tax system (individual or family based) has influenced on whether the less earning family member wants to work. Because of the individual tax system in Austria more women work than in Germany. (P127) 90% of part time workers in Austria are women. Further the authors use the notion of Becker-discrimination and Human Capital Theory to describe why women don't get the good jobs.

Hahn, Barbara: *Frauen in den Kulturwissenschaften*, Verlag C.H. Beck, München, 1994. The book is a presentation of great women in social sciences. The book explains the lack of female participation in German universities as explainable by their late start and the start of the Second World War that removed a lot of Jews from their positions. This explanation could also hold for Austria.

Heindl, Waltrand/Tichy, Marina (ed.): *Durch Erkenntnis zu Freiheit und Glück: Frauen an der Universität Wien (ab 1897)*, WUV Universitäts Vorlag, 1990. The book is divided into four parts: An Introduction, Ideology and Praxis, A statistical profile, and a section of biographies of famous women scientist from Wien. The book deals mainly with the early years on to the 1960s. The second chapter is on women fighting for their rights as scholars and the movement behind this struggle. In the statistical profile a lot of emphasis is put on describing nationality and ethnicity.

Hollensteiner, Eva: *Frauen an Universitäten- Starke Präsenz des "schwachen" Geschlechts?*, Bundesministerium für Wissenschaft und Forschung, Wien, 1990. A short study (50 pages) built up in intro; history; conditions at the university; facts and data about students mainly what the students could do after finishing university; a chapter dealing with the question: is the university a mans world? and last an appendix. The study although rather old in especially its statistics, gives a thorough view on the field and is highly apt for studies of our type.

Interuniversitäre Koordinationsstelle für Frauenforschung Wien: *Verankerung der Frauen- und Geschlechterforschung in den neuen Studienplänen gemäss Universitäts-Studiengesetz*, Wien, 1998. A small foliate on how the laws on university reform will affect women studies and women.

Knollmayer, Eva / Seiser, Gertrud (Hg.): *Von der Bemühungen der Frauen in der Wissenschaft Fuss zu fassen*, Bundesministerium fürWissenschaft und Forschung, 3, 1994. A collection of voices/compendium answering the question: Is Frauenförderungsprogramme worth it? A small report of each faculty in the country. Nobody presents own empiri.

Kreutz, Henrik/Roegl, Heinz: *Die Umfunktionierte Universitätsreform, WUV Universitätsverlag*, Wien, 1994. The functionally changed reform of college: From productivity promotion to state promotion of social rise of political central strata. An empirical investigation with references to document analyses, oral history, and quasi-experimental methods (From Psyndex). The logic of a political decision is being reconstructed.

Mixa, Elisabeth: *Zwischen den Sprossen - Aufstiegsbedingungen und Karrierebarrieren für Medizinerinnen im professionellen und universitären Feld*, Band 10, Materialien zur Förderung von Frauen in der Wissenschaft, BMWF. An empirical study, which through conversations with staff and students at the Wien faculty of medicine notes a pattern of gender inequalities in the profession.

Pellert, Ada (ed.): *Frauen und Universität- Dokumentation des gleichnamigen Symposiums vom 30.9 und 1.10 1999 in Wien*, Interuniversitäre Koordinationsstelle für Frauenforschung und Frauenstudien Graz, Graz, 2000. It is a publication developed from a symposium held in Vienna last year with about 13 contributions. One is about career barriers in medicine, another one on women having good opportunities with the modernising of the university. Yet another speaks of affirmative action and its accomplishment in Austrian universities.

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Schacherl, Ingrid: *Über die (Un) Möglichkeiten von Frauen in der Wissenschaft am Beispiel der Frauenforschung*, Graz, 1990.

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Bundesgesetz über Studien an Universitäten (UniStG)

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Fachhochschulen Studien Gesetz 1993

Universitäts Organisations Gesetz 1993

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Laws of equal treatment §§106aUOG, 39, 40 UOG 1993, 14b KHOG, 25 a AOB and 39,40 KUOG

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Kleine Zeitung

Kronen Zeitung

Kurier

Neue Zeit Graz

News, 2000/09/22

OÖ Nachrichten

El País, 2000/10/04

Die Presse 2000/09/20+2000/09/25

Das Profil

Salzburger Nachrichten 2000/09/20+ (2000/05/17)

Der Standard (2000/09/22+2001/03/01)

Tiroler Tages Zeitung (2000/09/21)

Voralberger Nachrichten (2000/09/21)

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Angewandte Sozialforschung, Kellermann, Paul: *Anomie und Segmentierung. Aspekte des Wandels im Zugang zu den Hochschulen*, 1985, 13 (1), pp. 39-52: Discusses two theses concerning the origin and effects of the so-called expansion of higher education, based on a trend analysis of student enrolment at the University of Klagenfurt, Austria, covering several years. The theses are: 1) in recent years, organised education has increasingly served as an overflow pool for otherwise unemployed youth. The university at the same time retained the function of providing formal and highly qualified vocational preparation. In order to fulfil both expectations, the system of higher education reacted with segmentation. (2) In contrast to the situation of previous generations of students, current societal developments contribute to the difficulties that a growing number of beginning students have in consciously determining the subject and course of their scientific education. After analysis of the data with respect to these two theses, further studies relate the findings to the theoretical interpretation of developments in the society as a whole. (From Psyndex)

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Plenum, *Forschungsbericht: Förderung von Frauen und Frauenforschung/feministischer Forschung*, Baldauf A / Griesebuer A., p.4-8 in 2, 1992, Österreichische Rektorenkonferenz. A short overview of equal opportunity measures and gender studies in Austria in the years prevailing the publication. Pp.15-18, *Der weg zum Erfolg? - zur geschichte akademischer Frauenkarrieren in Österreich*, Waltraud Heindl.

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the female absolute number (from 1994). Also of interest is that the thesis that an overproduction of academics would favour the employer side is advanced. This should be an explanation for the low number of academics.

There are a lot of feminist journals related to the Wien milieu. Here are some of the latest relevant articles:

Ariadne, Koordinationsstelle für Frauenspezifische Information und Dokumentation an der Österreichischen Nationalbibliothek, Wien

Femina Politica, Zeitschrift für feministische Politik-Wissenschaft, Berlin. In the recent issue 2/2000 there is an article on the International Women University.

Frauen Info-Blatt, Universität Innsbruck, ws 1989/90: A comment on all the feminist speeches given at Universität Innsbruck- Frauencafé, Michaelagaysmayrstrasse 8, Innsbruck with journals.

Schlangenbrut-streitschrift für feministische und religiös interessierter Frauen, Münster. The august 2000 issue contains an article about feminism in the university.

Zeitschrift für Frauenforschung und Geschlechterstudien, Berlin. In the newest edition there is an article about women and education, related to university reforms.

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Education at a glance 2001, OECD, www.oecd.org/media/publish/pb01-23a.htm on 2001-06-20.

www.oestat.gv.at

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Spoken word

Speech given by professor Stephan Laske at Universität Innsbruck on 29/10/2000

12. Appendix

Universities

Universität Wien

Universität Graz

Universität Innsbruck

Universität Salzburg

Technische Universität Wien

Technische Universität Graz

Montanuniversität Leoben

Universität für Bodenkultur Wien

Veterinärmedizinische Universität Wien

Wirtschaftsuniversität Wien

Universität Linz

Universität Klagenfurt

Donau-Universität Krems

Private Universities in Austria

Webster University

IMADEC

International University

Katholisch-theologische Privatuniversität Linz (reappears as a theological Hochschule)

Theological Hochschulen

Katholisch-theologische Privatuniversität Linz

Philosophisch-theologische Hochschule Heiligenkreuz

Theologische Hochschule St. Gabriel

Philosophisch-theologische Hochschule St. Pölten

Universities of Arts

Akademie der bildenden Künste Wien

Universität für angewandte Kunst Wien

Universität für Musik und darstellende Kunst Wien

Universität Mozarteum Salzburg

Universität für Musik und darstellende Kunst Graz

Universität für künstlerische und industrielle Gestaltung Linz

Fachhochschulen

In all Austrian Provinces (Bundesländer)

13. Notes

¹ Cited from the project description handed in to the European Commission and appearing in the original contract.

² The section that follows is largely inspired by www.bmwf.gv.at/univ/unisyse/hssys01.htm, the homepage of the Austrian Ministry of Education and Cultural Affairs.

³ Hollensteiner, Eva: *Frauen an Universitäten- Starke Präsenz des "swachen" Geschlechts?*, Bundesministerium für Wissenschaft und Forschung, Wien, 1990.

⁴ Hollensteiner, Eva: *Frauen an Universitäten- Starke Präsenz des "swachen" Geschlechts?*, Bundesministerium für Wissenschaft und Forschung, Wien, 1990.

⁵ Plenum, pp.15-18, *Der weg zum Erfolg? - zur geschichte akademischer Frauenkarrieren in Österreich*, Waltraud Heindl.

⁶ A thought could be that Social Democratic dominated states as Denmark, Sweden and Austria would have a small higher education system (HES), as the workers movement didn't want an intellectual elite to prosper.

⁷ This note is based on information picked up at www.eurodyce.org

⁸ Statistisches Jahrbuch 2001, Östat, Wien.

⁹ Statistics were kindly generated by the Austrian Statistics Office

¹⁰ www.bmuk.gv.at

¹¹ www.bmwf.gv.at/2studinf/02fachh/001allg.htm on the 06/05/2001

¹² www.bmwf.gv.at/3uniwes/03unirecht/fhstg/fhstg.htm on 08/05/2001, Law of Fachhochschulen (FHStG), paragraph 5, article 3.

¹³ www.bmwf.gv.at/3uniwes/03unirecht/fhstg/fhstg.htm on 08/05/2001.

¹⁴ FHStG paragraph 5, article 2.

¹⁵ FHStG paragraph 7, article 1.

¹⁶ Statistisches Jahrbuch 2001, Östat, Wien.

¹⁷ www.bmwf.gv.at/2studinf/02fachh/index.htm on the 06/05/2001

¹⁸ For further and denser descriptions of the history of the Austrian universities please consult Bösch, 2000 or the paper she prepared for the workshop of Innsbruck, October 2000.

¹⁹ Laske, 2000

²⁰ Interuniversitäre Koordinationsstelle für Frauenforschung Wien: *Verankerung der Frauen- und Geschlechterforschung in den neuen Studienplänen gemäss Universitäts-Studiengesetz*, Wien, 1998.

²¹ Laske, 2000.

²² Laske, 2000.

²³ <http://www.univie.ac.at>

²⁴ www.bmwf.gv.at/2studinf/02fachh/001allg.htm on the 06/05/2001

²⁵ www.bmwf.gv.at/2studinf/02fachh/001allg.htm on the 06/05/2001

²⁶ Bundesministerium für Wissenschaft und Verkehr, *Hochschulbericht* 1999.

²⁷ Joaquim Silva Pereira, *Statistics in Focus, Population and social conditions*, Eurostat, Luxembourg, theme 3-8/2000.

²⁸ Information in this part of the text is largely based on www.bmwf.gv.at/

²⁹ *Education at a glance 2001*, OECD, www.oecd.org/media/publish/pb01-23a.htm on 2001-06-20.

³⁰ www.oeaw.ac.at/~stipref/doc/ds_stat.html on 23/05/01

³¹ www.bmwf.gv.at

³² Seiser, Gertraud: *Equal Treatment under pressure? –The development of affirmative action at Austrian universities in the light of the present political situation*, paper presented at the 2nd European Conference on Gender Equality in Higher Education, 12-15/09/2000, Zürich, Switzerland.

³³ www.bmwf.gv.at

³⁴ Eurostat: *Education across Europe. Statistics and indicators 1999*, Luxembourg, 2000.

³⁵ Dell'mour (1986) quoted in Hollensteiner, Eva: *Frauen an Universitäten- Starke Präsenz des "schwachen" Geschlechts?* Bundesministerium für Wissenschaft und Forschung, Wien, 1990, p. 22.

³⁶ *Education at a glance 2001*, OECD, www.oecd.org/media/publish/pb01-23a.htm on 2001-06-20.p. 161 and 167.

³⁷ Bundesministerium für Wissenschaft und Verkehr: *Hochschulbericht 1999*.

³⁸ Laske, 2000.

³⁹ www.bmwf.gv.at

⁴⁰ Interuniversitäre Koordinationsstelle für Frauenforschung Wien: *Verankerung der Frauen- und Geschlechterforschung in den neuen Studienplänen gemäss Universitäts-Studiengesetz*, Wien, 1998.

⁴¹ Seiser, Gertraud: *Equal Treatment under pressure? –The development of affirmative action at Austrian universities in the light of the present political situation*, paper presented at the 2nd European Conference on Gender Equality in Higher Education, 12-15/09/2000, Zürich, Switzerland.

⁴² Federal Ministry of Labour, Health, Economic and Social Affairs/ Federal Ministry of Education and Cultural Affairs: *National Employment Action Plan, AUSTRIA*, 15 April 1998. Translated by the European Commission.

⁴³ Interuniversitäre Koordinationsstelle für Frauenforschung Wien: *Verankerung der Frauen- und Geschlechterforschung in den neuen Studienplänen gemäss Universitäts-Studiengesetz*, Wien, 1998.

⁴⁴ Bundesministerium für Wissenschaft und Verkehr, *Hochschulbericht 1999*.

⁴⁵ Seiser, Gertraud: *Equal Treatment under pressure? –The development of affirmative action at Austrian universities in the light of the present political situation*, paper presented at the 2nd European Conference on Gender Equality in Higher Education, 12-15/09/2000, Zürich, Switzerland, p.6.

⁴⁶ Bundesministerium für Wissenschaft und Verkehr, *Gleichbehandlung und Frauenförderung im Wissenschaftsbereich*, Wien, 1997.

⁴⁷ www.bmuk.gv.at

⁴⁸ www.bmwf.gv.at/1bm/frauen/gruenb_fp.htm on 13/03/2001

⁴⁹ Interuniversitäre Koordinationsstelle für Frauenforschung Wien: *Verankerung der Frauen- und Geschlechterforschung in den neuen Studienplänen gemäss Universitäts-Studiengesetz*, Wien, 1998.

⁵⁰ Information, p.9, n o. 1, 2000, Graz, Wien

⁵¹ Information, p.9-10, no. 1, 2000, Graz, Wien

⁵² Seiser, Gertraud: *Equal Treatment under pressure? –The development of affirmative action at Austrian universities in the light of the present political situation*, paper presented at the 2nd European Conference on Gender Equality in Higher Education, 12-15/09/2000, Zürich, Switzerland.

⁵³ www.oeberricht.gv.at

⁵⁴ *Education at a glance 2001*, OECD, www.oecd.org/media/publish/pb01-23a.htm on 2001-06-20.

⁵⁵ *Education at a glance 2001*, OECD, www.oecd.org/media/publish/pb01-23a.htm on 2001-06-20.

⁵⁶ Bundesministerium für Wissenschaft und Verkehr, *Über die Entwicklung der Bildung und Berufsausübung von Frauen in Österreich*, Ulrike Papouschek und Uli Pastner, Band 3.

⁵⁷ Bundesministerium für Wissenschaft und Verkehr Ulrike Papouschek und Uli Pastner, *Über die Entwicklung der Bildung und Berufsausübung von Frauen in Österreich*, Band 3.

⁵⁸ www.bmwf.gv.at

⁵⁹ The Austrian Central Statistics Office, Östat, supplied the definitions.

⁶⁰ Bundesministerium für Wissenschaft und Verkehr: *Hochshulebericht 1999*, p.24, table 3.

⁶¹ Bundesministerium für Wissenschaft und Verkehr, *Über die Entwicklung der Bildung und Berufsausübung von Frauen in Österreich*, Ulrike Papouschek und Uli Pastner, Band 3.

⁶² El País 27/11/2000.

⁶³ Eurostat: *1997 Labour Survey*, Luxembourg, 1998.

⁶⁴ Ibid.

⁶⁵ Eurostat: *1997 Labour Survey*, Luxembourg, 2000.

⁶⁶ Alan Siaroff points out that in comparing welfare effects on gender relations it is sometimes better to speak of protestant liberal welfare states than of any of the Esping Andersen categories (*work, welfare and gender equality: a new typology in Gendering welfare states*, ed. Sainsbury, Diane, London, SAGE, 1996).

⁶⁷ Eurostat: *1997 Labour Survey*, Luxembourg, 1998

⁶⁸ Goldberg, Christine et al: *Social und Wirtschaftswissenschaftliche Aspekte: Frauen im Erwerbsleben*, 1992, Graz For instance that in Bank Austria only 3%

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⁶⁹ Information, no.1, 2000, pp. 42-44, Wien and Graz.