



ABSTRACTS BOOK



International Conference



Inequality vs Inclusiveness in changing academic governance: policies, resistances, opportunities

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KEYNOTES SPEECHES

THE INCLUSIVE UNIVERSITY

Marieke van den Brink

Universities are increasingly establishing diversity initiatives and implementing programs with the goal of creating an inclusive environment. But what is an inclusive university and what does it take to become more inclusive? Is it possible to be inclusive for everyone? And which dilemmas might arise when dealing with diversity in universities? In this talk, Prof. Marieke van den Brink will discuss these questions and point to changing number, institutions and knowledge, which might be a starting point for envisioning an inclusive university.



Marieke van den Brink is Professor of Gender & Diversity at the Radboud University Nijmegen, the Netherlands. She received her master degree in Organizational Anthropology at the Free University of Amsterdam and her PhD in Management Sciences at the Radboud University Nijmegen. Her main research interest focuses on ways gender inequalities are produced and countered in organizations, especially academia. She was local principal investigator of the EU FP7 Garcia Project 'Gendering the Academy and Research: Combating Career Instability and Asymmetries' (garciproject.eu). This study focuses on the implementation of interventions in European Universities and research centers to counter the gendered effects of austerity, new managerialism and

globalization. It shows how the economic recession is creating a turbulent environment for higher education systems which poses new gender equality challenges for universities and early career academics. Her work has been published in the Journal of Management Studies, Organization Studies, Organization, Human Relations, Gender, Work & Organization, and Social Science & Medicine. Marieke is member of the Editorial Board of the British Journal of Management and Associate Editor of Gender Work and Organization. She has been elected as member of the Young Academy of the Royal Netherlands Academy for Arts and Sciences (KNAW).

CHALLENGES AND WAYS FORWARD FOR GENDER EQUALITY POLICY IN RESEARCH IN THE EU

Marcela Linková

Research and technological development have been a part of the European Community remit since its foundation in 1957. For most of its early history, European research policy was gender blind. Once gender issues garnered political attention worldwide in the 1990s, EU research policy picked up the topic during Framework Programme 5 (1998-2002). Since 1999, we can see fluctuation in how gender equality in research is addressed and in the instruments used to promote it. In the presentation, first, I will discuss the evolution of the policy for gender equality in European research and argue that it moves unevenly and—in the current political climate in the EU—risks backsliding. Secondly, I will discuss the differences in the implementation of gender equality policies in research across Member States and show that there is a correlation between the EU Innovation Scoreboard and the Gender Equality Index (SWG GRI 2018). In conclusion, I will present my notion of the priorities for further policy development of the gender equality agenda in the EU developed within the framework of the GENDERACTION project.



Marcela Linková PhD is a researcher at the Institute of Sociology of the Czech Academy of Sciences where she directs the Centre for Gender and Science. She has a doctorate in sociology from Charles University in Prague. Her research focuses on sociology of gendered organizations, research careers, governance of research and research assessment from a gender perspective. Marcela also examines the material-discursive practices through which gender equality policies and initiatives are adopted and implemented at the European and Czech country levels. She is the chair of the ERAC Standing Working Group on Gender in Research and Innovation. She is active in developing policy solutions for gender equality in research at the Czech and EU levels. Marcela has been involved in several EU funded projects; most recently, she is the coordinator of Horizon 2020 GENDERACTION project and participates in GE Academy and Gender-SMART. She has served on expert and advisory bodies of the European Commission and in the Czech Republic. In 2017 she co-

edited *Gender and Neoliberalism in Czech Academia* and together with Mary Frank Fox and Kjersten Bunker Whittington contributed to the 4th edition of *the Handbook of Science and Technology Studies*. She is an alumna of the International Visitor Leadership Programme “Women in STEM”.

GENDER AND PRECARIOUS CAREERS IN ACADEMIA

Annalisa Murgia

This contribution aims to analyse how the principal transformations of the higher education sector, including globalisation, marketisation and neoliberalism, affect the relationships between gender inequalities and precariousness among early-career researchers. In an attempt to discuss different perspectives on academic careers, the dynamics distinguishing three different levels of analysis will be examined, focusing on institutional, organisational and subjective levels. Particular attention will be paid to the general process of precarisation within higher education, and its connections with gender differences in academia. In the conclusion, the need to develop alternative policies and practices will be discussed, with the aim to resist and challenge the rules of neoliberal academia and to counter the reproduction of gender inequalities.



Annalisa Murgia is Associate Professor of Sociology at the Department of Social and Political Science of the University of Milan, Italy. She is the Principal Investigator of the ERC project SHARE - 'Seizing the Hybrid Areas of Work by Representing Self-Employment'. She coordinated, together with Barbara Poggio, the European FP7 project GARCIA - 'Gendering the Academy and Research: Combating career Instability and Asymmetries'. Her current scientific production is articulated in three main directions. The first one explores the role of subjectivity in shaping individual biographies, paying specific attention to precarious workers. The second research area investigates the emerging forms of coalition in relation to the current crisis of the traditional models of collective representation. The third line of research lies in the debate on the construction of gender differences in organisations. Her work has been published, among others, in *Organization; Gender, Work & Organization; Research in the Sociology of Organizations; Management*

Learning; Journal of Cultural Economy; Equality, Diversity and Inclusion. She recently co-edited the volumes 'Mapping Precariousness, Labour Insecurity and Uncertain Livelihoods' (Routledge, 2017), with Emiliana Armano and Arianna Bove, and 'Gender and Precarious Research Careers: A Comparative Analysis' (Routledge, 2018), with Barbara Poggio.

ABSTRACTS

STUDENT'S PERCEPTIONS OF UNIVERSITY CLIMATE AND ACADEMIC DEVELOPMENT: PRELIMINARY DATA FROM AN ITALIAN HIGHER EDUCATION CONTEXTS

Anna Lisa Amodeo
Concetta Esposito
Dario Bacchini

University of Naples Federico II

Background. Higher education contexts (HEIs) are generally hostile environments for homosexual students due to homophobia and heterosexism (Rankin, 2010). However, research at European level is limited. This study aimed at investigating the associations between environmental microaggressions (subtle forms of discriminations) targeting LGB students, the perception of university climate and academic development in a sample of Italian heterosexual and homosexual students.

Methods. Students from a large university of Southern Italy (N=471; 65% Females, Mage=22.95, SD=4.57) completed a web-based survey in 2018. Forty-two participants self-identified as LGB (9%). The frequency of homonegative microaggressions within the university was collected through the LGB Environmental Microaggression Scale (Woodford et al., 2015); academic and intellectual development was measured through the Institutional Integration Scale (Pascarella & Terenzini, 1980). Also, participants rated their overall comfort with university climate, ranging from 1 to 5, with higher values indicating high comfort.

Results. The moderated mediation analysis showed that microaggressions were negatively associated with students' academic development through the decreasing of comfort with university climate in both samples of LGB and heterosexual students, with a stronger impact in LGB students.

Conclusions. HEIs should prioritise inclusive policies and practices, based on respect and valorisation of differences, promoting social cohesion and active citizenship.

ACADEMIC COMMUNITIES AND GENDER EQUALITY. THE BEST PRACTICES OF ANTI-DISCRIMINAZIONE SECTION

Anna Lisa Amodeo
Claudio Cappotto
Arianna D'Isanto
Camilla Esposito
Daniela Scafaro

University of Naples Federico II

Educational institutions represent environments of growth and development. The university, like any other educational institution, can be considered as a community characterized by a certain level of psychological well-being of its members and by a social climate that can be stressful or supportive. Promoting gender equality and inclusiveness within academic institutions is one of the actions that can contribute to making academic life a good experience. Thus, our work sought to support our higher education institution in creating a more inclusive learning, teaching and working environment.

The Section Anti-Discriminazione e Cultura delle Differenze (Centre SInAPSI – University Federico II) has the objective of promoting the well-being and health of all those who belong to the academic community (professors, students, technical-administrative staff, etc.) with a specific focus on fighting and preventing discrimination related to gender and sexual orientation. The objective is twofold: increasing awareness of students and staff, implementing a series of actions aiming at educating on issues related to sexual minorities and reducing prejudice and verbal, psychological and physical violence against women and LGBT people; providing direct support to students, staff and citizens who are experiencing difficulties on these issues. The actions involve mainly students but also academic staff. The activities proposed to the students are both theoretical and experiential and promote the acquisition and internalization of new knowledge about gender binaryism, machismo, heteronormativity and their consequences. In the group, every student can explore his gender stereotypes and prejudices, talk about the university climate in order to develop inclusion, well-being and active participation for

everyone. The Section also promotes training specifically dedicated to academic officials, such as online training realized in partnership with some academic agencies (CUG and CSI). Indeed, it is important to increase the professors' knowledge about our themes in order to give continuity and strength to all our actions. The wellbeing of the entire academic system depends on actions, behaviors and attitudes of everybody. Thus, the section promotes a series of awareness-raising activities on days of great symbolic value such as the Transgender Day of Remembrance, the International Day against violence against women and the International day against homo-bi-trans-phobia. During these commemoration days, the academic community is involved in activities aimed to sensitize it on the day theme and to promote dissemination about a difference's culture inside the University.

VERTICAL SEGREGATION IN ITALIAN ACADEMIC SYSTEM. A CASE STUDY ON SOCIOLOGY DISCIPLINES IN ITALY, BEFORE AND AFTER THE REFORM OF THE NATIONAL SCIENTIFIC QUALIFICATION.

Maria Cristina Antonucci
Italian National Research Council

Since 2012, the Italian academic system introduced a new format of recruiting for the 2 top levels of Academic jobs. According to this new model of recruitment, based on a 2 step (national and local) system of access to academic careers. Initially Baccini (2014) noted that the new model of recruitment made no substantial changes in the gender unbalance in the academic teaching staff; then the recruitment system went through a series of changes in 2016 and 2018 (replacement of the system of access by medians with an access by thresholds), with the aim of reshaping the system in terms of greater inclusiveness. This paper aims to measure the effects on vertical segregation (Bettio and Verashchangina, 2009) in the university teaching profession of this recruiting reform, with reference to a specific scientific sector: Sociology. The choice of this area of studies is not accidental. Sociology disciplines (in Italy divided in the subsectors: general sociology, sociology of culture and communication, sociology of politics and law; economic and territorial sociology) fall into the field of social sciences and humanities, an area of studies traditionally unaffected by horizontal segregation. Nevertheless, in Italian Sociology there might still be a bias in gender equal access to academic opportunities, especially at the level of top academic jobs (full professors).

The methodological perspective used for this case study analysis aims to verify whether there has been an improvement in the representation of women in the academic sociologist profession, through a comparison of data, provided in an open format by CINECA, Italian university consortium of 2011, one year before the reform and of 2018, latest available data after 6 years of recruitment change. Even if the premises of the reform were not to guarantee gender balance in the university profession, it seems relevant today to focus on this side of the general effect of this mechanism even on fair access to top levels of University professions in the sector of sociology.

ACADEMIC PATHS AND WOMEN'S EMPOWERMENT STRATEGIES

Caterina Arcidiacono
Stefania Carnevale
University of Naples Federico II

Consistent with the need to plan changes aimed at revealing as well as fighting policies that support and/or increase gender inequality in academy (Agodi, Picardi, 2016), during the Bachelor's degree course in "Community Psychology" at the University of Naples Federico II, a novel active learning and peer mentoring methodology was experimented. This activity was aimed at structuring conscious and responsible training, characterized by articulated peer mentoring, coordinated by specialized professionals; it was aimed at empowering specifically female students by co-constructing competences able to overcome personal and socio-cultural dynamics inducing gender inequalities and hindering the institutional training path. For this purpose, a participatory action research was structured to reveal these dynamics; a joint activity of shared reflection and meta-reflection inherent in experiences, thoughts, representations, emotions and feelings about the one's own educational path and future expectations, went through sharing of stories and personal and group thoughts. The following tools have been employed: expressive graphic techniques; narrative texts; debate and group discussions geared to expressing their thought over the emotional symbolization processes underlying their educational pathway; reports written by participants about activities, aimed at monitoring the awareness processes; and a group discussion set up on the social network 'Facebook', which was aimed at sharing the materials and contents of the debates that the classroom generated. Two Analysis methodologies were used: Thematic Analysis method (Braun, Clarke, 2006) and the Amplification method proposed by the IPA (Interpretive Phenomenological Analysis, Smith, 1996). The activities of drawing and writing expressed the meanings underlying

group participation, as well as making this group participation more straightforward, engaged, and self-responsible. The students have gained more awareness with regard to the role played by psychologists and women psychologists within their cultural and educational contexts, as well as a different focus on the positive resources underlying their choice and their future as women in career. This active learning and peer mentoring methodology represent an important supportive tool for defining a conceptual dimension through its graphic representation and web sharing and for enhancing transformational and developmental practices. It is a multidimensional cognitive and meta-cognitive process that uses the group activities and peer mentoring processes as a resource for the development of sharing, awareness and debate-oriented networks aimed to a collective empowerment and to the development and strengthening equality policies.

ACADEMIC REPRESENTATION AND REALITY: A DISCRIMINATORY BINARY CIRCLE

Sara Arroja-Schürmann
University of Geneva

We will discuss the interesting connection between reality and representation and their mutual influence in the academic world. It has always been assumed that representation derived from reality and exposed its characteristics. However, what if reality was itself a consequence of representation? By observing the academic system and in particular the Humanities, we will explain this binary circle. Originating from the Latin term *universitas*, we already have the established idea of a group of individuals teaching and learning. However, due to numerous discriminations, universities have been reachable only to a reduced and selected category of people. Differences became causes of inferiority instead of consequences of diversity. Therefore, the works and themes chosen to be studied and taught embraced the intolerance legalized by society. Universities formed students who would become the future active citizens. By being educated in a certain way, by developing certain ideologies and by behaving in a constructed manner, no real freedom could be attained. After centuries nourishing this system, universities have gradually opened their gates to the former “untouchables”. From sexism and homophobia to racism, academics have tried to be more “open-minded”. Unrepresented individuals would identify themselves to recent attempts of figuration. But yet, inequality dominates the academic system. In terms of reality, the majority of professors and key-positions are destined to be gender-

selective and race-selective. This leads to themes and selected studies representing the so-called social Others being rare, hence their consideration as social subcategories. To study female authors, one must necessarily take a course concerning feminism. To have access to the cultures of former European colonies, one would have to choose colonial studies, classified as a subgenre of the main European culture (for example, access to Indian culture and literature is only possible through English Literature and English Culture). To have a glimpse of oriental philosophy (for example, Confucianism), one must start Chinese Culture and Literature because it is not considered by the Department of Philosophy. Such discriminations lead to a considerable failure in terms of providing a total equality of opportunities. Because the social Other is not represented in and by the academics, he/she becomes non-existent. Therefore, he/she does not dare confront a system influenced by unrepresented representations. Students as well as professors, representation as well as reality must be free of prejudice and discrimination. The academic world must be a place of justice, freedom and obviously respect for everyone, despite the differences.

SUSTAINABILITY AND RESISTANCE. SOME LESSONS LEARNED FROM GENDERTIME AT UNIPD

Silvana Badaloni
Lorenza Perini
University of Padova

The learned lessons from the FP7 GenderTime Project (2013-2016) at the University of Padova were more than one: 1) It was important to connect an existent Gender Equality Plan to a European Project in a big University like UNIPD; 2) One of the most original idea developed in GenderTime was the introduction of the Transfer Agent [Thaler, 2016]. This figure allowed an on-going link between the research team and the top management of the institution. In our experience TA was a positive figure, securing a sustainable implementation of gender equality actions, and granting also a good level of feedback; 3) one of the main achievement of the project was the development of a Gender Equality Index UNIPD-GEI [Badaloni, Perini, 2016]. It can be applied in any kind of institutions and it is not an expensive tool; 4) the interdisciplinary team work was very a stimulating process, since when different disciplines are involved it is necessary to find a common language; 5) when a project comes inevitably to the end, there is an implicit tendency to diminish or even to forget the importance of the achieved results: the real problem is the sustainability of these

results, that might be granted not only through the sustainability of the digital tools, like the web portal, the e-mailing lists, the electronic version of the Toolbox, but mostly through the establishment of permanent organisms, as we have tried to do at UNIPD with the Gender Monitoring Lab. The Lab was one of the main pillars in the implementation of the Gender Assessment phase of the Gender Budget's project started in 2017. Nevertheless, due to administrative restyling, the Lab has now been discontinued, sign that when the gender equality issues have not been well assimilated by the institution, the governance can always consider them transitory or temporary or simply not relevant. Many of the critical points in the implementation of gender equality measures and policies are therefore strictly connected to the cultural and traditional resistance to this perspective; 6) most GEP assume a friendly environment, full and already existing support and, at most, just a lack of knowledge or of engagement; yet, various form of opposition to effective implementation are embedded in the institution targeting the gender equality agenda; 7) not only GEP: thinking to the next FP9 on R&I a crucial point is connected to the development of new perspectives in scientific research, taking into account the gender dimension in the contents of scientific and technological innovations. To this aim it is necessary to re-formulate the questions that allow to build a gendered innovation and a new science. This can be a sustainable objective.

THE GENDER PERSPECTIVE OF WORK-FAMILY RELATIONS AMONG COLLEGE TEACHERS

Ina Ben-Uri
Hana Himi
Beit-Berl College

Much of research related to the work-family interface has focused on the conflict between work and family. This conflict was found connected to different kinds of difficulties influencing professional and personal lives among college and universities teachers as well. Recent studies indicate that even though both working men and women report of difficulties in integrating work-family lives, the challenges are different for each gender. Research points out that work-family balance is a great concern especially for women with academic career. These concerns are related to the features of demanding academic career involved with the tenure track. As part of the European Union's Horizon 2020 – CHANGE project focusing on promoting gender equality in academia, the main objectives of the current on-going study are:

1. To understand the institutional academic members' perceptions of work-family integration and explore gender-differences regarding this issue.

2. To better understand the components that influence the nature of work-family integration for institutional academic members and to offer the organization management a layout that support a better work-family balance.

In order to do so, a questionnaire will be administered to all academic staff in Beit-Berl college in Israel. The questionnaire measures the staff's work-family relations and her/his professional self-efficacy perceptions. It includes four parts: personal information (age, gender, marital status, employment status etc.), work-family relations attitudes, self-efficacy attitudes and open questions regarding work-family integration (what makes it harder, what might help and what is the meaning of the institutional features in promoting a better work-family balance). For the quantitative data, statistical tests will be performed to compare participants by their gender according to conflicts and professional self-efficacy. The qualitative data will be treated by a synoptic analysis (selection of specific sequences as examples of representations) and a "diagnostic" posture through which, by a constructive approach, key-factors evoked by staff-members will be identified through discursive indexes. Based on research results, a layout of recommendations to act will be suggested to the college management.

A RECIPE FOR CHANGE: TOWARDS A DECOLONIZED ACADEMIA

Davide Borrelli
University of Naples Suor Orsola Benincasa
Emanuela Spanò
University of Cagliari

Higher Education (HE) seems to be currently affected by the typical contradictions and flaws of corporate-style management. It is no accidental that, today, HE is frequently analysed in negative and even pathological terms, for example in terms of "ruins" (Readings, 1996), "last professors" especially in the humanities (Donoghue, 2008), "fall of the faculty" (Ginsberg, 2011), "sickness" (de Gaulejac, 2012), "toxicity" (Smyth, 2017) and even "death" of university (Eagleton, 2015).

The perspectives of the so-called "Southern theory" (Connell, 2007) have been recently explored also in the academic field, in order to face its crisis and propose its "radical change" (Connell, 2019), by deconstructing and reframing university as institution and eventually finding "exit strategies" for its flaws. Today, HE is one of the sectors where the economic, social, cultural and even anthropological divide is mostly condensed and clearly

visible, at both inter-national and intra-national level. In her latest influential book Raewyn Connell claims that university has become a fully-fledged “machine of privileges”, claiming that “once upon a time, bishops and kings provided their societies with an ideology of hierarchy. Now, the university system does” (Connell, 2019, p. 105). Our analysis moves from the recognition of the Global-Northern nature of worldwide university politics. We highlight how, over recent decades, the main academic policies have been strongly reshaped by global devices of neoliberal governance. For example, as we are living ever more in an “Evaluative State”, evaluation is a viable standpoint to show how HE has been “restructured” according to the priorities of the “neoliberal market agenda” (Connell, 2019, p. 9). Looking at this specific dimension, we focus on how the recent HE changes are carrying out the process that Gilles Deleuze depicted as “the progressive and dispersed installation of a new system of domination” (Deleuze, 1990, p. 7). Which is a process which unfolds through “continuous forms of control, and the effect on the school of perpetual training, the corresponding abandonment of all university research, the introduction of the ‘corporation’ at all levels of schooling” (ibidem).

What is at stake is a real “new spirit of evaluation” (Barats, Bouchard, Haakenstad, 2018) reflecting the “new spirit of capitalism” (Boltanski, Chiapello, 1999) of the last years. Our argument then moves to exposing the universalistic paradigm of academic quality centred on the apparently neutral and disembodied model of the “ideal-academic” as Northern, white, gendered, middle class.

We will try to dismantle the hegemonic universalism of the Global Northern dominant model of the university, that sees other possible models only as unfinished forms which have to be disciplined and punished if they try to resist the dominant model’s supposed “civilizing” mission. This means imposing a unique and universal “unit of measure”, promoting a sterile mono-culture that, instead of levelling inequalities, risks amplifying them while erasing the spontaneous richness, vitality and creativity of cultural multiplicity. Competition rewards hyper-conformity insofar as it measures only one parameter. On the contrary, we believe that the university of the future, in order to defend and promote the heuristic fecundity of the scientific investigation, should be intrinsically plural and non-competitive.

EVALUATION FRAMEWORK FOR PROMOTING GENDER EQUALITY IN RESEARCH AND INNOVATION: HOW TO DEFINE SUITABLE INDICATORS TO EVALUATE GENDER EQUALITY EFFECTS IN R&I SYSTEMS?

Susanne Buehrer

Merve Yorulmaz

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Since the topic of "women in research and innovation" has been on the agenda for decades and numerous measures have been implemented at both national and international level to improve the equality of women in the research and innovation systems, it is still unclear under which conditions which measures are most effective. Even less research has been carried out into the effects of better representation of women in terms of (responsible) research and innovation results. Within this paper, an evaluation approach shall be presented, which starts exactly here and uses case studies to show how the concrete implementation of the evaluation model in practice takes place. Furthermore, the results of the case studies are presented that show how national gender equality measures addressing Higher Education Institutions as well as Research Performing Organisations do not only achieve a better representation of women within these organisations but do also contribute to scientific excellence. The evaluation framework (which was done within the EU-funded project EFFORTI Evaluation framework to promote gender equality in research and innovation, grant agreement number 710470). provides the theory and tools for analysing how gender equality-related interventions contribute to the achievement of the three European Research Area’s main objectives on gender equality and how those achievements affect the desired outcomes of (responsible) research and innovation. The uniqueness of the evaluation framework is that it goes beyond conventional research and innovation indicators, taking into account also evaluation dimensions like providing answers to the Grand Challenges and the promotion of Responsible Research and Innovation. The main findings were that evaluations can foster structural and cultural change by delivering empirical evidence for different kinds of benefits (scientific, economic, societal etc.). Furthermore, the theory of change approach that has been applied helps to mitigate the risks related to complexity in dynamic contexts, allows to open the black box - how and why a policy works, and in which context and how to assess it. Thus, the theory of change approach has proved to be a valuable tool to think about how different factors may contribute to the impact and was deemed useful to identify possible research and innovation outcomes and impacts of gender equality interventions.

However, the direct attribution of a long-term impact to specific intervention is not possible: Evaluators should rather speak about contributions given the complex and dynamic environments.

GENDER AND CROWDFUNDING: HOW ROLE CONGRUITY AFFECTS THE ATTRACTION OF LOCAL AND DISTANT BACKERS

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Women usually encounter difficulties in securing external finance for their entrepreneurial and innovative ideas. Thus, crowdfunding might be a valuable alternative for them. Current studies indeed show encouraging results in that crowdfunding projects proposed by women have higher success rates than those by their male counterparts. However, we still need to learn more on the boundary conditions for women's success in crowdfunding. This paper analyzes this issue using the lens of the role congruency theory. Data on more than 70,000 crowdfunding projects hosted on the Kickstarter platform show that the probability of success is higher for projects presented by women. However, this advantage vanishes when women describe their project using an agentic language, thus violating the stereotype that women should have communal traits. In line with the claim that people resort to stereotypes when they lack information, this result is mediated by the number of distant backers.

(ROLE)-MODELING THE FUTURE: THE INFN MENTORING TO AMPLIFY THE POWER OF WOMEN IN AN ENVIRONMENT WITH LOW FEMALE-TO-MALE RATIO

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We report on a positive experience with the mentoring program that INFN-CUG has put into place during 2018/2019 to inspire, support and encourage young women in the beginning stages of their careers in Physics, where the female-to-male ratio is notoriously low, often

below 1/10. The program was aimed at fostering the relationship with established female physicists from various research and technological fields within INFN. The focus was on providing guidance regarding various topics such as career goals, CVs improvement, relationships in the workplace and work-life balance. Among the resources made available, a forum connecting the 15 mentors and 15 mentees to debate questions of common interest and a virtual diary to help each mentor-mentee couple keep track of their progress.

The program, stimulating a personal reflection and sharing of professional and human values beyond the generation gap and across scientific domains and methods, has ended up being beneficial for both mentors and mentees. The lesson learned is that offering to young women a diverse catalogue of successful female models without mimicking male roles can produce a valuable network, able to enhance the power of a group that, even if yet undersized, has a lot to say.

MENTORING PROGRAMS AS INSTRUMENTS FOR CULTURAL CHANGE. A COMPARISON BETWEEN 3 PROGRAMS AT KIEL UNIVERSITY

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Kiel University offers three different mentoring programs: "via:mento", "via:mento_ocean" and "Baltic Gender Mentoring Program". All these programs are open to female postdoctoral researchers who want to continue their academic career. Aim of this presentation is to show how the three programs contribute to cultural change on the institutional level and what the advantages of the different mentoring programs are. In Kiel we have the opportunity to compare three mentoring programs which are anchored at different institutional levels: "via:mento" is financed by Kiel University, "via:mento_ocean" by the Cluster of Excellence Future Ocean and the "Baltic Gender Mentoring Program" is financed by a broad EU-Project of eight partnering research institutions in the Baltic Sea region, including Kiel. First we want to briefly outline the time development/history of the three programs in order to show how the awareness of the heterogeneity of the participants in an university-wide, multidisciplinary program (via:mento) lead to the development of mentoring programs for a more specific target group (in via:mento_ocean and Baltic Gender, which are focused on marine sciences and held in English). Second, we underline those elements of the structure of the mentoring programs, which are relevant for the spreading of the programs within and outside of the institutions (e.g. role of the coordinator

and the advisory board, networking activities, involvement of internal and external mentors, workshops and trainings). Finally, we analyse the advantages of the different designs of the three programs. For this purpose, we point out differences in several dimensions, e.g. broad or narrow disciplinary background of participants or participation of scientists from one or more (inter)national institutions. Through this comparison, we are able to identify how mentoring programs can influence the institutional structures in different ways and at the same time lead to a fruitful cultural change, with the implementation of gender equality and diversity in the institutions themselves.

**WHY ARE WE GOING IN THE OPPOSITE DIRECTION
THAN WE EXPECTED? THE NO ACTIVE OPPOSITION
POLICY IN THE CZECH ACADEMIA**

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The Czech academic environment has been subjected to neoliberal reforms similar to the ones we can witness in other European countries and the USA since 2004. These political changes seem to have different impact on men's and women's academic careers. Over the last decade the discrepancy between the number of women graduates and the number of women academics has increased (Centre for Gender & Science 2019). The more women graduates we have, the fewer women researchers and academics we find in Czech academia. This trend in the representation of women in academia is unique in international comparison. In my paper, I focus on the causes of this situation.

The "vanishing" of women from Czech academia will be explained on the basis of a research project dealing with working conditions at public research institutions in the Czech Republic. The quantitative part of the project consisted of a representative online questionnaire survey; the qualitative part is based on an analysis of 40 interviews with academics at various career stages. The project was conducted by the Centre for Gender & Science, Institute of Sociology of the Czech Academy of Sciences, between 2017 and 2018.

In the paperspecial attention will be paid to the specifics of the Czech neoliberal discourse which hinders our understanding of the concept of indirect discrimination and impacts the attitude of research institutions towards their HR policies which I call the no active opposition policy. This "policy" strengthens the negative impact of neoliberal reforms of academic environment on academic careers of women.

**DEALING WITH RESISTANCES: AN ANALYSIS OF THE
FIRST STEPS OF THE DEVELOPMENT OF A BRAND NEW
GENDER EQUALITY PLAN AT THE UNIVERSITY OF
CAGLIARI, ITALY.**

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Cristina Cabras
Luigi Raffo
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Paola Fadda
Francesco Mola
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Since 2018, the University of Cagliari (UniCa) is one of the partners of an international team involved in a four-year-project funded within the frame of the European Union's Horizon 2020 research and innovation program, under grant agreement n°787829, called SUPERA (Supporting the Promotion of Equality in Research and Academia). This project is aimed at involving UniCa as a whole, just like the other international partners, in the construction and implementation of its Gender Equality Plan, as a completely new organizational tool.

Since the beginning of the process, the UniCa core team has been able to collect many forms of resistances with respect to the issue of improving gender equality within the organization. Specifically, the distribution of a qualitative questionnaire on gender equality targeted on the teaching and administrative-technical staff and on the student body has been the occasion for collecting four main types of resistances, focused on the gender equality as a theme and its specific key-contents (gender biases in recruitment, retention, career progression; leadership and decision making, accountability, transparency, inclusiveness; gender dimension in research and knowledge transfer, in content and curricula; gender biases and stereotypes, sexism and sexual harassment):

1. Ignorance about facts. These are cognitive resistances, that largely refer to the dilemma "What I Know / What I Don't Know / What I Think I Know" around this topic, evoking behaviours like neglecting that gender-based discrimination (still) exists; claiming it's historical or only present in certain institutions but not in their own; minimising the facts; victim-blaming; joking about the topic through sexist remarks.

2. Denial of the problem. These are axiological and emotional resistances, that concern the attribution of value to the issue of gender equality, based on the assumption "It

is not important / I do not care", with answers like claiming the outcome of gender-based discrimination is the result of a biological predisposition and thereby refuting that these individuals' behaviour is driven by societal expectations about their gender roles; blindness to harm caused by gender stereotypes; blindness to psychological cost of gender-based discrimination; general minimisation of the effects and putting them low on any priority list, saying there are more urgent matters to tackle.

3. Denial of changeability. These are resistances connected not so much to the recognition of the problem or its importance as to the solutions to counteract it, which are assumed to be inaccessible and in any case not very useful, because these dynamics are too deep-rooted and structural for us to think of having an institutional impact. We can distinguish among the perception of "that's how things are", while under-estimating the institution's own responsibility; feelings of despair and passivity; fear of reverse discrimination.

4. Underestimation of own capacity. These are resistances expressed in an extremely personal form, bringing back the sense of powerlessness with respect to this problem from a subjective point of view, as if any possible effect of one's own contribution in this regard was denied. They reveal a lack of interest and/or power and a passive aggressive behaviour (not doing anything).

**WORKING CONDITIONS AND GENDER
DISCRIMINATION IN THE HARD SCIENCES SECTOR:
THE CASE OF NATIONAL INSTITUTE OF NUCLEAR
PHYSIC IN THE SOUTH OF ITALY**

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The paper analyses the phenomenon of gender discrimination in the Hard Sciences Sector. Our purpose is to discover more hidden dimensions of the discrimination phenomenon, such as the implementation of organizational models, the time management, the productivity indicators, which all refer to men workers. The sample used is the universe of INFN (National Institute for Nuclear Physics) in Naples, a sector of "Hard Sciences" (Physics, Astrophysics, etc.) always known for its strong segregation, both horizontal and vertical (we refer to the underrepresentation of women in the sector and/or in top positions). We used the narrative interviews and the adopted interpretation model being the one of structural inferences (a method taken from the clinical setting and applied to work

psychology in our research). We interviewed all the employees at INFN in Naples: researchers, administrative employees, technicians and managers. The results show that the models adopted inside the organization penalize women and often men too: they affect not so much the traditional discrimination indicators (kind of occupation, wages, tasks to be carried out and so on), but the quality of life of the workers (especially the women); these models find their origin in the way the society and the labour market are structured (e.g. the asymmetry of familiar and house tasks).

**ROLE OF HR PROFESSIONALS IN ACADEMIC AND
RESEARCH INSTITUTIONS: AN EMPIRICAL STUDY**

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Foundation Bruno Kessler

HR professionals have a fundamental role in gender work in academic and research contexts, giving an external overview on the research population and employment conditions and linking gender-oriented activities to the needs of the organization; various studies tried to investigate the best ways to implement gender equality in the long term.

Foundation "Bruno Kessler" is conducting an empirical experiment at the HR level to face gender imbalance between men and women affecting its research environment. Starting to deal with the gender equality issue with FESTA Project (2014-2017), in December 2018 a new Staff Planning Document implementing HR Strategy for Researchers was drafted and strategic actions from 2018 to 2021 were planned, among which a "Transparency and Non – discrimination" action area. Action areas are all addressed to realize the strategic mission of the organization: gender equality is seen as a business issue and not only an ethical matter in this perspective.

The aim is pursued by various means: data collection, investigation tools, collective agreements provisions, awareness and mentoring initiatives. The characteristic of the project is the innovative approach used, since areas are led by members of different HR units, which implies an empirical horizontal approach among the work teams.

PINKAMP: RECRUITMENT IN STEM SUBJECTS BEGINS WITH HIGH SCHOOL GIRLS

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A recent study shows that, if current trends continue, gender parity in Computer Science (CS) authorship will be reached in 118 years from now. This is part of a more general “gender segregation” workforce in the STEM (Science, Technology, Engineering, Mathematics) labor market, where we find five times more men than women, with the peak of the problem in ICT subjects, whereas employment opportunities for engineering and ICT specialists are expected to rise and exceed many other occupations. The root of this problem is to be found at education level, with a persisting underrepresentation of women among STEM graduates due to a mix of social, cultural, economic and educational factors, in addition to a more general and gender independent decline of pupils’ interest in STEM subjects noticeable already at the secondary school. PinKamP is an initiative of the Department of Information Engineering, Computer Science and Mathematics, University of L'Aquila, to encourage women STEM studies with the twofold objective of guiding young girls towards STEM careers and developing effective and attractive teaching methods. The second edition of PinKamP, a two-weeks summer camp on CS, Information Engineering and Mathematics, was attended by 50 selected high schools girls (“pinkampers”), and included theoretical lectures, laboratories, and debates with successful women in the IT scientific and professional fields. Within three technological platforms (drones, LEGO robots, and virtual reality) selected STEM subjects (problem solving, programming principles, fundamentals of Euclidean and Non-Euclidean geometry, logic, graph theory) were proposed within a “hand-on” project-based integrated system, which is expected to favor greater motivation and gender equality. The camp also provided the pinkampers lectures to bust-up the soft skills, i.e., personal characteristics important in work contexts that influence the way we deal with the work environment. Camp activities ended with a contest where the pinkampers presented projects’ results to an external jury which selected the three best projects awarded by IEEE Women in Engineering Italy. A number of follow-up initiatives are planned to maintain the touch with the pinkampers. PinKamP is funded by “Fondo Territori Lavoro e Conoscenza”.

THE PROCESS OF GENDER BUDGETING: FOSTERING EQUALITY IN ITALIAN ACADEMIA. A CASE FROM THE UNIVERSITY OF TRENTO

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The aim of this paper is to discuss Gender Budgeting (GB) as a tool to contrast gender inequalities within academia. Starting from the analysis of gender imbalance in academia, the approach of the University of Trento, with particular focus on the GB, will be presented. The dynamics of academic gender inequality can be described through the analysis of three complex phenomena: i) vertical segregation (or glass ceiling), an invisible barrier that prevents women from accessing higher positions; ii) horizontal segregation, which regards uneven accessibility to scientific disciplines; iii) leaky pipeline, the progressive exit of females from the academic career path after graduation (Bevan, Gatrell 2017).

The progress towards the goal of gender equality has been very slow in academia. Data show that women are still under-represented at top levels, in particular in science, technology, engineering and mathematics (STEM). According to MIUR (2019), in Italy the 55.5% of university students are women, but only the 23% of Full Professors are females. Furthermore, in engineering and technology departments, women are the 27.4% of students, whereas in general in STEM departments they are the 19% of Full Professors (MIUR, 2019).

Similar evidence emerged from annual reports on equal opportunities carried out by University of Trento since 2007. According to the data analysed in the latest report (2017/2018), whereas females are the 50.2% of students, they are only the 17.4% of Full Professors. STEM fields are confirmed as areas of strong male dominance: women are fewer in numbers even in the students population (21.5%) and they are only the 8.6% of Full Professors (7 out of 81). The collected data showed huge inequalities from a gender perspective. For this reason, in 2015 the University of Trento decided to address the issue through specifically targeted actions.

One of the main actions corresponds with the tool of GB, an organisational learning process, structured and networked, which is part of the strategic objectives plan of the University for the years 2017-2019. GB is a circular process, adopting a gender perspective at all levels, aimed at fostering a gender sensitive approach in order to promote the dissemination of knowledge, as well as to identify and improve best practices (O'Hagan, Klatzer 2018). The tool encompasses both the audit phase (quantitative data analysis) and the budgeting phase (definition/elaboration of new strategic policies).

**REBECA: RESEARCHERS BEYOND ACADEMIA
MENTORING PROGRAMME**

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Careers beyond academia are a very relevant option for PhDs. Researchers and policy makers are more and more calling for career development support mechanisms that allow researchers better planning their career options including those outside the lab.

EURAXESS is a pan-European initiative delivering career development services to researchers, which is backed by the European Union. The mentoring programme REBECA has been designed and deployed under the H2020 project EURAXESS TOP IV (GA. No: 786133).

REBECA brings together early career researchers with an interest to work outside academia, with highly skilled STEM, social sciences and humanities professionals in Spain, Bulgaria, Israel, Denmark and Italy. The programme was launched in May 2019 with more than 50 couples confirmed. The EURAXESS national coordinators in each of these countries will be facilitating 6 meetings along 6 months in which the couples will discuss career aspirations, soft skills, personal awareness, etc., to help the mentees developing their career plans. This experience will be used to develop a mentoring methodology for EURAXESS. We present the design and preliminary results of the programme, including the kind of profiles that have applied, their key motivations and interests; with particular focus on the gender-related trends observed.

**MENTORING PROGRAMS IN GERMANY SUPPORTED BY
THE FORUM MENTORING ASSOCIATION**

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The Forum Mentoring Association would like offer an oral presentation discussing the situation of academic education and the very specific employment-situation at universities in Germany. We would like to present the Forum Mentoring Association with its aims and contributions to gender equality actions and the development of mentoring programs. What is the key to successful mentoring programs and which support is essential for coordinators?

Further we would like to look at how mentoring possibly effects organisational development.

Academia has become more and more diverse in the last century in Europe. Since women have been accepted to higher education they are doing well and many of them proceed in their education reaching a university degree. However, when looking at leadership positions in universities, industry or in society women are still underrepresented.

Here several actions have been taken in Germany, since structural differences as well as the strengthening of women for taking up responsibility in leadership positions have to be faced at the same time. Since 2008 the Ministry of Education is offering special funds to universities to recruit more female scientists on leadership positions. And more and more mentoring programs have been established at universities all over the country since the end of the 1990s. Many of these programs focus on gender equality in science. In 2001 the Forum Mentoring, federal association for mentoring in science, was founded as a network of coordinators of different mentoring programs in science. The aim of the association is to achieve equal opportunities in science and research. It serves the networking and support of gender- and diversity-friendly mentoring initiatives, with specific consideration of women in academia and research. The network offers support to 120 mentoring programs in Germany, Austria and Switzerland and has developed valuable contributions and quality standards. The association supports the programs and aims at developing further mentoring services - its initiation, development, institutionalisation and quality assurance of mentoring activities. The Forum Mentoring perceives itself as a centre of competence for mentoring in science.

GENDER WAGE GAP AMONG PHD HOLDERS IN ITALY

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A growing number of academic studies devote attention to the study of the gender wage gap, and some of these focus on the Italian case. Evidence suggests that gender gap in wages depends on individual educational choices, e.g. field of study and educational attainments. As a matter of fact, the gender wage gap is higher among low educated people (Addabbo and Favaro, 2011; Mussida and Picchio, 2014),

and among university graduates it is highly heterogeneous across fields of study (Piazzalunga, 2018). However, it is still unknown whether a gender wage gap persists among those who achieve PhD education. This study explores this issue by performing an Oaxaca-Blinder decomposition analysis based on Italian PhD holders' data recently collected by ISTAT. Our analysis shows that the gender gap in Ph.D. holders' hourly wages lies between 5% and 7%, and that this gap is largely unexplained. We also find that among Ph.D. holders women have higher endowments which are not paid for. Further, we provide a disaggregated analysis that highlights heterogeneous gender wage gaps across Ph.D. fields of study.

THE GENDERED EFFECT OF UNIVERSITY TRANSFORMATIONS: THE CASE OF ACADEMIC LIFE- SCIENCES

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Over the past three decades, and face to increasing financial constraints, academic organizations in many western countries have embarked in deep restructuring favouring cost-efficiency, accountability and performance. This recent shift had the effect to foster the competition among universities or Departments (as in the case of Italy) for attracting research funds, prestige and students.

A wide range of literature – which partly refers to the «critical university studies» – has attempted to investigate the implications of these changes for academics and researchers. According to most of the scholars this shift is reinforcing existing imbalances among knowledge workers based on gender, age, race, and class (Castilla 2008; Van den Brink, Benschop 2011; Connell 2015). A few others are less clear-cut in their evaluations, by recalling how the old university model entailed entrenched elites and “old boy networks” preventing, for example, women’s advancement in academia (Ferre, Zippel 2015). In this perspective, current transformations may even disrupt such dynamics. Italian academia has not been exempted from this global trend. Academic transformations in Italy have been fostered by the last University reform (which has flexibilized early-career phase, law n. 240/2010) and by the introduction of systems of evaluation of researchers’ productivity (VQR). Both elements occurred in parallel with the cuts in the public funds for higher education and the limitations in the turn-over leading to a decrease of the tenure-track academic work-force over the last ten years.

This paper aims at investigating the effects of these recent transformations for women’s advancement in Academia and in the life sciences more specifically. A mixed-model design

has been adopted by focusing on the University of Milan (UMIL), Italy. Repeated cross-section record data have been collected with the aim of mapping the gender composition of UMIL’s academic population by fields and steps and across time. Afterward, in-depth interviews to faculty, post-docs and drops-out of the Department of Biosciences have been conducted in order to grasp the organizational mechanisms and the individual strategies underneath women’s advancement in the life-sciences.

Preliminary results point out a deterioration of the female representation in the early-career phases after the University reform, while the growing reliance on quantitative-based evaluations may reinforce gender-blind discourses on “merit”. On the other hand, new opportunities for women may occur as long as University transformations reinforce team-work dynamics and because of the increasing need to rely on external funds.

THE AUSTRIAN PROGRAM CAREER_MENTORING III – DEVELOPMENTS, IMPACTS AND CHALLENGES

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In 2010, the universities in the Austrian cities of Salzburg, Linz and Krems came together to discuss strategies and measures for the improvement of the opportunities of women in academia. As a result they developed a joint programme titled “Mentoring III.

The aims of this programme are to support the careers of female academics, to counteract structural gendered discrimination and to leverage synergies between the three universities. In the long run, the Mentoring III is dedicated to contribute to the superior goal of raising the percentage of women in leading positions and among professors at the participating universities.

The first round took place in 2011-2013; the fourth will start in September this year and will last until February 2021. Since 2017 the programme is called "Career_Mentoring III", offering two tracks, one especially developed along the needs of female scientist in PhD-stage, the other one dedicated to support post docs and habitants. The mentoring programme was continuously evaluated, revised and improved from each cycle to the next.

In the university context, mentoring has long been one of the key measures used to promote gender equality. Accordingly, a range of information is available on the acceptance, implementation and performance of mentoring programmes for women at universities. A number of projects for researchers have already been evaluated and adapted in line with the findings. Yet current developments in higher education policy on the one hand and

contemporary literature on mentoring on the other have raised a number of questions that should be discussed. With respect to the case of “Career_Mentoring III”, these are the questions and issues that will be addressed in particular in the proposed conference contribution:

- How can we recruit a sufficient number of suitable mentees and ensure their commitment during the entire programme?
- Do we give mentors sufficient guidance and training?
- Can we prevent the reproduction of hierarchical structures by considering the reciprocity and complexity of the relationships between mentors and mentees?
- Do we (still) run the risk that women are trained to better fit the gendered status quo and how can we overcome this dilemma?
- Building on the last question: How can we – substantially – warrant sustainable structural impact towards a gender equal university?

FROM TRADITIONAL STRUCTURES PROMOTING EARLY CAREER RESEARCHERS TO CULTURE CHANGE – USING THE EXAMPLE OF THE “MARGARETE VON WRANGELL-HABILITATIONSPROGRAMM FÜR FRAUEN”

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University of Stuttgart

In spite of various measures in terms of gender equality, in Germany the proportion of women appointed to a professorship rises by only 0,78% per year. The Margarete von Wrangell Habilitation Programme for Women (MvW-Programme) has proved itself to be a milestone on the road towards a professorship. The MvW-Programme, which started in 1997, offers financial support for five years and more accompanying activities. It succeeded in adapting itself to changing conditions, while at the same time giving impulses for structural changes.

Elements for structural change: Fellows of the MvW-Programme benefit from various measures such as counselling or an introduction and two special trainings per year with changing topics are organized. Individual and general issues can be discussed with the present expert, networking opportunities are offered. In addition to ensuring the employee is only required to work on project-related tasks, the contract also authorizes the fellows to supervise doctoral researchers and teach four hours per semester. Fellows also can get support from the “MuT - Mentoring and Training-Programme”. Its aim is to support female scientists on their way to a professorship. “Berufungsverfahren realistisch trainieren” is one of the

trainings to offer; appealing proceedings are realistically trained in front of a real selection commission. Due to such programmes, female scientists get individual strengthening and support. The high sum of acquired grants per year proves its impact. As a measure for quality assurance, the evaluation of the MvW-Programme is continuously evaluated. In 2018 the total number of fellows who completed their fellowship is 153. 52% of 153 former fellows have been appointed to a professorship, 85% are still pursuing their academic career, 59% finished their habilitation, 14% have been appointed to a professorship before finishing their habilitation. In addition to the evaluation, current fellows are obligated to write a report each year and reflect their development in the central elements for an academic career like publications, prizes and awards, sum of acquired grants etc. Furthermore fellows are obligated to give information about their scientific achievements up until ten years after their funding has expired. Our contribution will address the transfer between changing conditions in science and the constantly adaptation of the MvW-Programme and the influence of MvW-Programm to a changing academic culture.

FAIR APPOINTMENT PROCEDURES AND HIRING PROCESSES - A PERMANENT CHALLENGE FOR STRUCTURAL CHANGE AT UNIVERSITIES

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Appointment procedures are fundamentally important elements for the quality assurance and the research profile of universities. Each university pursues the goal of finding the most suitable person. The main criterion for the selection and later appointment should be the scientific achievement and the personality. The evaluation of "performance" is in that process understood as the result of a continuous discussion process in which different quality criteria are developed, weighed and negotiated within the framework of the appointment committees. Again and again, one's own assumptions (Gender Bias) should be disclosed. Elaborate appointment procedures have been developed to increase the number of female professors. The aim of the contribution is to reveal the interconnected and multi-layered processes within the framework of appointment procedures and to take a look at the perspectives of the different participants (applicants, members of committee). The focus is on the perspective and components of the concept of 'equal opportunities' and the influence of gender on performance evaluation. Based on the evaluation of the experiences of female professors

and equal opportunities officers within the appellate bodies as well as the offers/opportunities for junior researchers, strategies were developed to prepare for appointment procedures. Of particular note is the support offered through mentoring relationships and/or trainings, seminars of the MuT-Mentoring and Training-Programme including the different seminars and trainings for applicants and staff. They serve to facilitate a change of perspective and thus to create a common ground for fair cooperation within the Appointment Committee.

Various elements are highlighted and also:

1. Special importance of quality assurance in appointment procedures is identified and associated with the issue of equal opportunities. This is where the newer research results on the subject come in to make us more aware of the problem.
2. Individual procedural steps in the appointment process are examined in more detail and it is discussed how the respective representatives involved in their area of responsibility can contribute to fair appointment procedures, step by step.
3. Tipps for applicants are presented.

In general, this contribution presents existing courses of action to attract more women to top academic positions and avoid bias in performance evaluation (like gender bias training). Ultimately, the goal is to improve the fairness of university recruitment processes, especially in appointment procedures.

HIRING MORE WOMEN ON PROFESSORSHIPS: EXPERIENCES AND BEST PRACTICES AT THE UNIVERSITY OF LAUSANNE

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To increase the number of woman professors, the University of Lausanne (UNIL) has experimented with various practices in its gender equality action plans in recent years. Nowadays, the UNIL Rectorship mandates equality officers to monitor the work of the hiring committees in almost all faculties. For their work, they can rely on several tools to raise awareness on gender bias affecting women's careers, which have been developed in collaboration with researchers of the same institution. In particular, the GARCIA EU project (Gendering the Academy and Research: Combating Career Instability and Asymmetries – <http://garciaproject.eu/>) and the NCCR LIVES (Swiss National Centre of Competence in Research

LIVES – Overcoming Vulnerability: Life Course Perspectives - <https://www.lives-nccr.ch/en>) have been closely associated with the work of the Equal Opportunity Office at the UNIL, to develop and set up a range of resources for use by hiring committee members. Among them, an online toolkit and a video have been developed, and workshops on gender bias are organised. The Equality Office also monitors the number of female applications at all stages of the hiring processes to ensure that women are not discriminated against.

In this paper, we will present the tools developed at UNIL and put forward a set of best practices, which have been implemented in different faculties, but we will also focus on the fact that a lot of women withdraw from the academic career during their postdoc research and that hiring processes at this career stage are less formalised and are more difficult to monitor by the Equal Opportunity Office and the UNIL Rectorship.

IDENTITY, TEMPORAL HORIZONS AND NETWORKING IN A GENDER-SENSITIVE MENTORING FOR RESEARCHERS IN PHYSICS: A METHODOLOGICAL APPROACH

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This work describes, from a methodological point, the evaluation of a mentoring program for young women researchers in Physics. The project theoretical framework was defined by complementing the realistic approach to evaluation (Pawson and Tilley, 1997) with the gender perspective to evaluation and assessment (Batliwala and Pittman, 2010; Brisolara, Seigart, and SenGupta, 2014; Bustelo, Espinosa, Faúndez, and Weinstein, 2015; Bustelo, 2017; Krizsan and Lombardo, 2013). Introducing the gender dimension in the evaluation scheme was a necessary step to make our evaluation process consistent with the dual purpose of our mentoring program, as inspired by the "bifocal approach" (de Vries, 2010). That mentoring program was oriented to a dual aim: to sustain the careers of women in academia and, simultaneously, to transform the gendering processes in the institution. This original synthesis, among other things, has already been tested in other mentoring programs (Picardi, 2017). The variety and complexity of methodological tools refers, essentially, to three main dimensions, considered according to a gender-sensitive approach: identity, temporal horizons, and networking. Identity is one of the main aspects proposed by Pawson (2004) in his evaluation model, specifically

developed for mentoring programs. Identity dimension refers to the level of identification of the mentee with his/her reference group - that is, the group which the individual, as participant in a mentoring program, aspires to be a part of. Temporal dimension refers to the management of time and the ability to plan a series of intermediate objectives in order to achieve a long-term goal, within a context in which a part of the management of one's own time depends on a set of factors external to the individual. Networking is essentially the ability to construct and use large and meaningful social networks - according to one's main goals. This dimension can be considered as pertaining to the more general concept of social capital, as it refers to the set of social resources an actor can mobilise to achieve his goals. These three dimensions are closely related to each other and to the ability of the actors to develop self-reflexive strategic conduct for the construction of their work careers. The set of proposed methodological tools refers to both qualitative and quantitative data and analytical strategies. It has been developed to achieve the following objectives: to classify the program participants according to the three proposed dimensions; to build a matching set up for the participants to the program; to encourage the awareness of the existence of these three dimensions and to measure its variations over time through the development of self-reflexive action strategies; to monitor and evaluate the program design and implementation.

GENDERED CHOICES: BRIDGING THE GAP IN TRAINING AT UNIVERSITY. THE STEM CASE

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During the Twentieth century, training was based on stereotyped curricula and programmed based on gender differences, following the "natural" inclinations of males and females and at the same time perpetuating forms of cultural and educational conditioning. In directing girls and boys towards certain activities and paths we have reached the present day, in which we are witnessing a clear separation in the study paths from high schools to the University and the post-graduate degree, which has been defined gender gap: women choose to take the road of human and social sciences, on the other hand men prefer technical-scientific disciplines.

Consequently, the obstacles that women experience in approaching the STEM (Science, Technology, Engineering and Mathematics) culture would ultimately be attributable on the one hand to internal factors, such as, for example, a

sort of inner prohibition, the result of cultural heritage, on the other hand, to external factors, such as the University training offer and the recent changes in the labor market, which are poorly inclusive for women's needs and desires. Given the high number of women enrolled at the University compared to their male counterparts, the women who graduate in technical-scientific courses are less numerous than men, however they are on average better and become the majority among PhDs, for then give life to the typical scissor gap as regards the achievement of top academic positions.

According to the data of the 2019 SDG gender index, in relation to the goal 5 "Gender equality" in the 2030 Agenda for Sustainable Development, the most critical thematic area for Italy is the low presence of women in the industry, infrastructure and innovation, as well as the persistence of factors that unite our country with different nations, such as the low presence of women in institutions, wage disparity and gender-based violence.

The present contribution takes the form of a review of the current state of the art on the topics in question, moving under the epistemological paradigm of critical feminist pedagogy, to decode the implicit in the field of individual education and to demonstrate how also university choices are conditioned, albeit unconsciously, on several fronts by various factors and gender stereotypes.

Educational sciences play a role of resistance in countering gender stereotypes and in making girls and boys aware of the influence that these conditionings exert on their behavior and training choices, which are increasingly emerging as obligatory choices, rather than free.

NETWORKS OF ACADEMIC COLLABORATION IN THE DEPARTMENT OF SOCIAL SCIENCES

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The aim of this work is to analyse the typology of academic governance, from a gender perspective, starting from the results of a research (2019) on the collaboration networks of academic staff of the Department of Social Sciences of the University of Naples "Federico II".

In the academic field, gender is in fact a significant variable, particularly useful to show what is the behavior of a scientific community (Bianco, 2002). The official statistics show hardly encouraging scenario data, since women hold more marginal roles and are concentrated in those disciplinary areas considered to be "weak" (Giannini, De Feo, 2008). Here the importance of dwelling on the issue of academic segregation induces two major remarks: on one hand we first would like to understand how the admission

to academic positions is conditioned by gender, on the other hand it would be important to investigate whether the collaboration networks are homophile or heterophile with respect to the gender variables.

The present study is based on the dissemination of an online questionnaire among all the professors and lectures of the Department of Social Sciences. Through theoretical-methodological techniques of Social Network Analysis (SNA), they had indicated their level of collaboration - in the last three years - with the others professors and lectures in the department, highlighting two dimensions: the former is related to research products (writing of scientific articles, texts, conferences, etc.), latter related to research projects (both national and international).

Furthermore, some descriptive measures of the networks, both global and local, are considered in order to discuss the level of analysis. The global description is given by the structural properties of the network as a whole, the local one involves the identification of particularly influential groups and actors, due to their centrality, within this configuration. The different level of analysis is needed to answer specific cognitive questions, as well as to identify some particularly relevant actors.

The interpretative framework of the analysis of relational links has been by using some attribute variables concerning the characteristics of the nodes such as gender, academic role and the scientific-disciplinary sector.

The analysis of scientific collaboration has given considerable insights, the most relevant ones concerning the distribution of power in relation to the gender variable, the methods of collaboration within the Neapolitan department weighted with respect to the academic position and the disciplinary sector.

THINKING BIG OF MENTORING IN ACADEMIA VS. “YOU HAVE JUST A SMALL PROJECT FOR WOMEN”

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In this abstract, the author explores the consequences of a mentoring program for female early career researchers and for the institution itself. The analysis is based on a case study of one German university and the empirical findings of a survey (2016) of 310 its participants (response rate 64%). Mentoring programs are viewed as one of the effective instruments of the equal opportunities policy at many German universities. Especially the female-oriented mentoring programs enable early-stage female researchers to identify, develop and systematically implement their personal skills and competencies in planning their careers. Mentoring programs precisely set the goal of more female

management in academia. Experienced mentors support the younger academics by sharing their experiences and describing their career paths. Mentoring encourages the knowledge sharing through networking and enables the accumulation of the social capital.

Combatting for the acceptance of the program and its importance, the author conducted in 2016 an evaluation of the mentees of the program, asking them to mention the possible institutional impact of this gender equality project. Started once as a small program for 12 doctoral researchers in 2006, SelmaMeyerMentoring at the University of Dusseldorf is proud to count 417 female researchers of all academic qualification phases, who have taken part in this program (2019). The program is tailored to the needs of the participants and has a certain impact on the individual perception of the career choices of mentees. Which individual benefits are typical for the alumni of this program? Can we talk only about the individual benefits, what about the institutional benefits of mentoring? Does mentoring contribute to another perspective of the traditional social environments at the university? Which advantages of the mentoring program became obvious for its participants? How can a program contribute to a cultural change at the institutional level, in the view of its participants?

Nowadays the voices become stronger, that gender balance is achieved and there is no need in special measures of support for female researchers. The female-oriented mentoring programs started in Germany in the early 2000, at the time when only 11% of the professors were female. Nowadays when mentoring became a common measure of gender equality almost in every German university and research institution, the number of female professors has increased up to 23%. So far the female researchers in the leading positions refer to a disadvantaged and underrepresented social group in academia, we can't talk about achieving the gender parity in science, and the need of special support measures for female early career researchers still remains obviously high.

THINKING AHEAD, BEYOND THE GENDER BIAS THE INFN MENTORING PATH

Maria Rosaria Masullo
Sabina Pellizoni

National Institute for Nuclear Physics - INFN

The National Institute for Nuclear Physics (INFN) is the Italian research agency dedicated to the study of the fundamental constituents of matter, involved in many international research projects. The Institute is distributed all over Italy, located in the Physics Departments of Universities, plus four national laboratories belonging to it.

Referring to the researcher plus technologist employees, women represent roughly 21% of the total population. This value drops to 15% at the highest career level, meanwhile it is about 22% before the entry level, including fellowships and scholarship.

This behavior is directly connected to the well-known “scissor” diagram present in the STEM research fields.

Looking deeper into these numbers, we can see that in addition to an evident vertical segregation there is also a horizontal one: there are very few theoretical women from the highest level to the entry one and most of the female fellows and scholarship are in the field of applied physics. In the last national competitions for the entry level, no theoretical woman won and between experimental physicists only 15% of winner were women, compared to a percentage of women registered equal to 31% of the total. In applied physics competition the success was of 44%.

Women get lost somewhere in the path from doctorate to higher positions and the reasons are to be found in the work organization, in career paths inside the research world and in the masculine culture and model dominant in the science world, especially in Physics. Starting from this scenario, the INFN Single Guarantee Committee against Discriminations (CUG) decided to promote an experimental mentoring program focused on both the career of young women and the need to change the organization of the work.

The program was dedicated to two different woman groups, each with their goals. Mentees (fellowships and young entry level researchers/technologists-stuff and open-ended), and mentors (researchers and technologists of first and second level, university professors) coming from different INFN units. For women working in physics, finding female mentors who might have gone through the same challenges can be a huge help. For mentors, this exchange was a way of looking at their entire work organization from a gender perspective.

Physics is considered a neutral field where people are chosen on the base of their “excellence and capacity to divert family time to work”. How many bias are inside these concepts? can we think ahead, beyond the gender biases?

**IMPLEMENTING GEP AT THE UNIVERSITY OF ŽILINA
IN THE FRAMEWORK OF INTERNATIONAL PROJECT
(H2020: CHANGE)**

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University of Žilina

Gender equality is seen as one of the core values of the European union and in addition to that one of the priorities of the European Research Area.

However, in reality these values are not always reflected. According to the She Figures 2018, proportion of women among researchers in 2015 on EU-28 level (average for EU-28 countries) is 33,4%. In higher education sector (HES) in Engineering and Technology field in Slovakia is the proportion 32%. University of Žilina (UNIZA) decided to implement GEP thanks to the H2020 project and in this manner to increase the number of RPOs which have adopted the GEP (12,5% in Slovakia in 2016. In: She Figures 2018).

CHANGE project consortium consists of seven institutions in six countries. Five of them are implementing GEPs, two are experienced partners providing necessary knowledge and advice on the implementation process. The paper will reflect on the CHANGE methodology used to ensure the successful plan implementation, further on highlight some figures and data from quantitative and qualitative analysis at UNIZA and briefly refer to specifics of GEP implementation through the international project.

**FACTORS OF SUCCESS FOR MENTORING: EXAMPLE OF
THE RÉSEAU ROMAND DE MENTORING POUR FEMME**

Claudia Möri
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Experience from the Réseau romand de mentoring pour femmes shows that certain specific elements ensure the most successful mentoring relation possible for mentee and mentor. Empirical data from this one-to-one-mentoring program for young woman researchers in French-speaking Switzerland will be presented, based on 18 years of experience.

**WHEN MENTORING MATTERS IN FRANCE AND IN
SCIENCE: A FRENCH MENTORING PROGRAMME FOR
FEMALE PHD STUDENTS**

May Morris
Julie Batut
Marina Kvaskoff
University of Montpellier

When considering all scientific disciplines, the proportion of female and male students studying science at University in France is well balanced. Most fields are now considered

“accessible” to young women who are not afraid to engage in scientific studies. However, over the years leading to a PhD, female scientists do not always find the appropriate environment, support, network or role models to guide them through their choices and career paths; they tend to develop a lack of self-confidence with respect to their professional abilities and question their professional future considerably. After their PhD, many women have been witnessed to leave the field and choose to pursue personal rather than professional objectives. A general lack of support to encourage young women to progress and value their scientific expertise and skills, together with a relatively low proportion of female role models in science, is largely responsible for the drop in their incentive to pursue a scientific career beyond the PhD.

To address the need for support, encouragement, networking and guidance of female scientists in the early years of their career, Femmes & Sciences (“Women & Science”), a French Association that promotes science and technology in schools and higher education establishments, more particularly reaching out to girls and young women, and further supports women throughout their scientific careers, has established a mentoring programme that provides a trustworthy environment and stimulating network to discuss their career path and learn how to value their skills. The originality of the Femmes & Sciences mentoring programme lies in the subtle combination of individual and collective training sessions, including regular meetings between a mentee and a mentor over a one-year period, mentoring circles that bring together several mentees and mentors who debate on specific issues, training sessions such as career development workshops, and presentations by female scientists selected as role models whose career paths may inspire younger generations.

Beyond the constructive multifaceted content of the programme intended to reach out to female students with keys and strategies to progress through the world of science successfully, it provides mentees with the unique opportunity to join a community of young women sharing similar concerns, who will learn together, support each other and grow. Initiated in 2015 in Montpellier, this programme is now developed both in Toulouse and in Paris and is intended to be developed in other regions under the attentive supervision of Femmes & Sciences.

GENDER AND SCIENTIFIC CAREERS IN THE ITALIAN ACADEMIA: THE CASE OF THE UNIVERSITY OF TURIN BETWEEN PROGRESSES, PERSISTENCES AND EMERGING CRITICALITIES

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The goal of this contribution is to analyse, from a sociological and gender perspective, the scientific careers at the University of Turin, in the period from the years immediately before the introduction of Gelmini’s Law (2010) and nowadays. A special focus will be placed on the trends regarding the new positions as temporary researchers introduced by Gelmini’s Law. The previous position as researcher with open-ended labour contract has been substituted with two new categories of temporary researchers: RTD-A, a 3 up to 5-years labour contract as “junior” researcher without guarantee of being hired as professor in the Italian academia at the end of the contract, and RTD-B, a 3-years tenured labour contract as “senior” researcher with an higher income and that (differently from RTD-A) allows the researcher to be hired as associate professor at the end of the contract if he/she has obtained the National Academic Qualification (ASN).

What are the scientific fields and the departments where the mechanisms of “glass ceiling”, “leaky pipeline”, “horizontal and vertical segregation” (Bettio and Verashchagina 2009; Poggio 2017; Barone 2011) are stronger? Does the process of transformation of the academic position as researcher from a permanent labour contract (before the Gelmini’s Law) to a temporary one (after the Gelmini’s Law) penalize or not the female scientists? If yes, especially in what scientific fields and departments? Studies show that women are more exposed than men to non-tenured positions (Glazer-Raymo 2008). Is this also the case of the University of Turin? Are women underrepresented in the new more guaranteed RTD positions (i.e. RTD-B)? Are there any differences in the temporal articulation (for example in the time spent in each position) of female and male careers?

There is evidence that women are more adverse to risk, less competitive, have a lower degree of self-confidence and suffer more from receiving negative feedbacks (De Paola and Scoppa 2015; Eckel and Grossman 2008). For this reason also a joint analysis of the gender composition both of the participants to the public competitions and of the winners will be conducted in order to detect any differences in the attitudes/behaviours between women and men and in the probability for each of them to pass a competition. Secondary quantitative data from database of MIUR (Italian Ministry for Education, University and Research) and data provided by the personnel office of the University of Turin will be analysed.

IT'S ALL ABOUT ROLE MODELS AND NETWORKS

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dynaMENT, a structured external or cross-mentoring program, is open to highly qualified female researchers in the natural sciences planning an academic career. The program represents a contribution to increasing the number of women in leading positions at universities and partner institutions. The program addresses two target groups: dynaMENT advanced for junior professors, (junior) research group leaders and postdocs and dynaMENT doctorate for doctoral researchers.

The focus of the program is the matching these women with scientists in management positions to form a mentoring relationship. This opens up the opportunity to have intensive discussions about the personal career. The mentors are excellent researchers with international experience and very interested in supporting the career development of young researchers. The mentors give the participants a role model and strengthens them in their development process.

“What I have learned about myself and the process is a kind of knowledge I can fall back on for many years” (Postdoc Mentee 2018)

“After the meeting, I feel motivated and focused on my real chances and opportunities in proceeding in academia” (Postdoc Mentee 2019)

dynaMENT offers also networking events, coaching and trainings in English. The supplemental activities and trainings are, besides the training of soft skills, designed to build up a targeted network. The events allow to share experiences and exchange ideas across disciplines and encourage discussion about collective strategies for improving career opportunities. For female scientists in the natural sciences it is a special experience not to be alone among men.

“I am not alone” (Main Insight Workshop 2018)

dynaMENT's cooperative organization between the different university and non-university partners on the Bahrenfeld Campus makes it unique. The research campus offers an excellent and multilayered infrastructure. Cooperation between the dynaMENT partners means that equal opportunity efforts on the Bahrenfeld Campus are effectively bundled. It allows us to reach out to women at the different research institutions and to create networks between the institutions. Participants in the dynaMENT program, whether as mentees or as mentors, gain a broader perspective of academic structures, and have access to a comprehensive network of counseling opportunities. A further benefit of the dynaMENT program is its international character, with mentees and mentors from many different national backgrounds. The program puts a

particular focus on building and strengthening networks, both within and beyond the dynaMENT structures.

‘BEING GOOD ISN’T GOOD ENOUGH’: GENDER DISCRIMINATION IN THE ITALIAN ACADEMIA

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University of Turin

The article analyses the effect of gender in professors' career advancement in the Italian universities using data on the whole population of professors in the academia, data on the National Scientific Qualification (NSQ) and data on scientific productivity (SciVal) for bibliometric scientific sectors. The NSQ, as a precondition for career advancement in Italian universities, allows excluding women's reluctance to apply for promotions and low productivity and as mechanisms to explain gender gap in academia. In fact, candidate professors have to apply for obtaining the qualification and to reach a minimum level of scientific productivity, as set by the commissions for the qualification. Among those who obtained the NSQ, results show that gender differences in productivity do not fully explain women's lower rate of career advancement. Gender gap remains also controlling for resources available and for the percentage of female full professors in the scientific sector.

GLASS DOORS AND NEW TIMESCAPES IN TECHNO-SCIENTIFIC GOVERNANCE OF ACADEMIA: AN INTERSECTIONAL APPROACH

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In the last years, the techno-scientific governance in academia, new rules of recruitment and career progression, and the need for greater accountability in research required by global and local reforms have become a focus of several analysis (Ferlie, Musselin and Andresani, 2008). In this field of studies some reflections on academic transformations express concerns about the changing temporal regimes that govern research and higher education (Gibbs et al. 2015, Felt 2009, 2016, 2017, Ylijoki and Mäntylä 2003).

This paper analyses the impact of the last reform on Italian universities (Law 240/2010 - Gelmini Law) on scientific trajectories from a temporal perspective. This framework of analysis permits the identification of asynchronous

timescapes in the regulation of academic knowledge production and academic work (Felt 2009, Felt, 2017, Gibbs et al. 2015, Ylijoki and Mäntylä 2003). Combining the analysis of MIUR data on academic composition, with qualitative research on scientific biographies of academics, the work identifies some relevant dimensions and indicators to understand the transformation of the Italian academic body and the re-timing of the research system. The *Glass Door Index* measures gender asymmetries in the recruitment process, adding up to the Glass Ceiling Index, showing a new emerging gender mechanism in the Italian academia (Picardi, 2019). The analysis recognises some mechanisms switched on by the Italian reform acting as new *time generators* of academia that deeply affect academic lives, frame the selection of who is attracted to academia and remains in or leaves academia, reinforcing (old) forms of (intersectional) inequalities and producing new ones.

THE “DISCIPLINE SPECIFIC” GENDER INEQUALITY: THE GENERA DATA SET

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 Alessandra Tonazzo
 Alexandra Saftoiu
 Andreea Munteanu
 Carina Raportaru
 Clémence Epitalon
 Ewelina Ciaputa
 Iaia Masullo
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Italian National Research Council

The GENERA Data Set (GDS) is one of the outputs from the Horizon 2020 GENERA project in which 11 research performing organisations (RPOs) in physics have been implementing new, or fostering existing, Gender Equality Plans, and a further 27 RPOs participated as active observers. The GDS consists of the categories of gender equality data found in use in all GENERA RPOs, who have been implementing or fostering GEPs. These data were identified by the GENERA Implementation Managers, a working group responsible for the implementation of gender equality

measures in each organization. The data were collected by eleven research organizations: Instituto De Astrofisica De Canarias (Spain), Deutsches Elektronen-Synchrotron (Germany), Jagiellonian University (Poland), Max Planck Society (Germany), National Institute for Nuclear Physics (Italy), National Council for Research (Italy), Karlsruhe Institute of Technology (Germany), National Institute of Physics and Nuclear Engineering (Romania), Netherlands Organisation for Scientific Research (the Netherlands), National Centre for Scientific Research (France), University of Geneva.

The presentation will explain the technical process leading to the creation of the GDS and the advantages of having discipline specific dataset on gender inequality. The key steps included the identification of what data were actually available in each of the participating organizations to then compare the data from each organization with respect to the level of detail and degree of uniformity, as well as the definitions used for the key variables, e.g. the different levels of academic progression within each GENERA research organizations.

The GDS provides a useful tool for supporting gender mainstreaming in physics and is now adopted as dataset by the follow-up project, the GENERA Network of physics organisations in Europe. Organisations joining the GENERA Network have been encouraged to commit to collecting and regularly updating gender equality data, based on the features of the GDS framework. The GDS provides institutions with a way of gauging how women and men progress through the career stages at a level of detail that is not available through the more broadly-based statistical instruments such as She Figures which use broad scientific categories presented at national and cross-European perspectives. Differently from others statistical databases on gender equality in scientific organizations, GDS offers a picture of the physics world only. In this sense GDS provide the physics community with an opportunity to establish more locally and more discipline-relevant evidence on how women and men participate and succeed in different physics sub-disciplines across Europe. Having this evidence have provided a stronger base for advocacy to attract, retain and progress more women in physics.

KITE-MENTORING – THE PROGRAM SUPPORTING WOMEN IN STEM DISCIPLINES AT UNIVERSITY FREIBURG

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kite-mentoring is an English-speaking mentoring program of the University Freiburg aimed at female doctoral

candidates and postdocs in STEM disciplines (physics, chemistry, pharmacy, mathematics, computer science, engineering, biology and medicine).

Goal of the program is to support the enrolled mentees in all phases of their career, starting with the PhD and ending with postdoctoral stage or established researcher.

The program is structured in the three classical pillars: Mentoring, Training and Networking. The Mentoring pillar ensures that the mentees form tandems with a mentor coming from both academia and industry for a period of one year. In this one-to-one mentoring, the mentees are receiving personally-tailored support by their mentors on specific career issues. Besides this individual mentoring, especially advisable towards the end of the PhD, a peer-mentoring was established successfully for all career stages. The Trainings give participants the opportunity to identify, develop and strengthen their skills and expand their competences. In addition to workshops about finding and applying for the right job, there are offered trainings on topics as rhetoric and communication, self-presentation, salary negotiations, conflict and time management, leadership, project management as well as career coaching, which perfectly prepare the mentees for their job entry and the starting of profession life.

The Networking pillar is as well of importance and comprises various measures like network-meetings, career evenings, visits to companies, to career and job fairs. It gives the opportunity to know each other, to exchange ideas and experience with other mentees and mentors, with alumnae and other interesting invited guests, building up by this means the own network.

The kite-mentoring program has good connections and cooperation with other mentoring programs of the university and the region. Events take place on a monthly basis; participation is not mandatory, the mentees can individually decide when and to what extent they get involved.

The conference contribution will focus at the end on success and good practice measures and on the challenges and questions we are facing nowadays in STEM disciplines.

THE UNIVERSITY OF MILANO-BICOCCA AND GENDER EQUALITY: WHAT PROGRESS IN 2019?

Elisabetta Ruspini

Noemi Novello

University of Milano-Bicocca

In January 2018 the University of Milano-Bicocca published a Report, called “Bilancio di Genere”, aimed at analysing women’s and men’s situation among students, teaching staff, and administrative and technical personnel, as well as

presenting policies for gender equality and gender diversity. Based on the results of this Report, the aim of this presentation is to reflect upon some critical issues emerged, that have an impact on women’s (but also men’s) working lives: 1) vertical and horizontal segregation: even if the Rector and the General Director are women, the problem of vertical segregation is still present in a number of governing bodies of the institution. 2) Women’s slow career advancements. 3) The lack of women in hard-science Departments. 4) Precarious workers and gender asymmetries at the early stages of academic careers.

These focal points are among the central concerns of the Interdepartmental Centre for Gender Studies-ABCD that aims to: encourage scientific cooperation between scholars from different disciplines, with the aim of identifying new directions for gender-sensitive research, at both national and international level; promote interdisciplinary research practices with a focus on intersectional gender differences and inequalities, and their association with a number of factors such as age, socio-economic condition, ethnicity, religion (and so on).

One of the most recent initiatives promoted by ABCD is the Conference “Women in Sciences” (May 13-14, 2019), that addressed gender stereotypes, inequalities and gender bias in Science, Technology, Engineering and Mathematics (STEM) disciplines. Another example refers to the support given to the STEM degrees plan (Piano delle Lauree Scientifiche), that is implementing specific actions to support gender equality and women’s empowerment and to monitor university students’ careers with a gender perspective.

THE UNDERREPRESENTATION OF FEMALE AND NON-TENURED RESEARCHERS IN EDITORIAL MEMBERSHIP. ANALYSING EQUITY IN THE AFFILIATION NETWORK OF ITALIAN SOCIOLOGY JOURNALS’ BOARDS

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Nowadays, serving as editors or board members in leading academic journals is increasingly important to gaining scientific recognition in the academic field. From this point of view, academic journal boards represent an arena of symbolic struggle for managing positions of power that may depend on researchers’ individual characteristics and academic rank or profile. In particular, the distribution of roles and memberships in journals’ editorial boards tends to exhibit gender differences, as female scholars often turn out to be underrepresented in such boards or to occupy

leading positions within them less frequently than male scholars. This underrepresentation is heavily apparent in STEM disciplines but also, to a greater or lesser extent, in other fields like economics and management or the social sciences. Along with women, also the participation of non-tenured, often young researchers in journals' editorial boards may result as limited with respect to more established academic figures. This participation obviously implies having to do with activities like editing and reviewing, through which scholars may act as gatekeepers for publishing in distinguished journals. More importantly, the relationships established by scholars through editorial boards are one of the main ways to make one's work viable and to exert influence over other scholars and, more generally, in the related scientific community. In this paper, we thus focus on the weight gender and academic position have in structuring the composition of journal boards in the field of Italian sociology.

Therefore, our analyses focus on how these categories are underrepresented within the boards of Italian top-ranked sociology journals and, more specifically, in the networks formed by scholars participating in the same editorial boards. We first present a descriptive analysis of the composition of boards with respect to gender and academic position. Then we analyse the structure of the affiliation network made of scholars involved in such boards as members or as editors-in-chief. An affiliation network constitutes of two sets of distinct units, namely actors and events, in such a way that actors are connected to events. In our approach, Italian sociologists (tenured and non-tenured researchers) belonging to the boards of Italian top-ranked sociological journals are the actors and journals' boards are the events. Analysing such network may help understand how the "invisible college" of scholars linked by common participation in editorial boards is organized with respect to the presence of female and non-tenured scholars and to the role these latter play within the network itself.

CONTRASTING GENDER GAPS IN RESEARCH ORGANIZATIONS: FROM EXPLANATIONS TO ACTIONS

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Francesca Tomatis
University of Turin & Collegio Carlo Alberto

Promoting gender equality in research and innovation is one of the priorities of EU policies, implemented by the European Commission (EC) especially through the instrument of Gender Equality Plans. Many European projects have indeed been developed in order to understand barriers to gender equality and to design and implement innovative strategies to remove them. While we

draw upon important previous "Gender and Science" projects, MINDTHEGAPP project, led by UNITO, in a consortium with 8 research organisations, goes beyond these projects to include multiple analytical perspectives and layers (the interplay between cultural, material and institutional dimensions, at macro, meso and micro levels) across different types of organisations (both private and public RPOs), different disciplines (both STEM and SHH) and different countries. The main idea behind is that to promote equality, actions should focus not just on women but also and primarily on men, and not just on those at the bottom but mainly those at the top of the career and organisations. The type of actions promoted depends on the type of causal explanations given. If one considers the disadvantageous position of women as primarily the result of institutional barriers (such as the scarce support to reconciliation) or of individual self-selection (such as women's preferences for teaching over research and for not being a leader), then actions should remove obstacles to combine care with career (such as bonus babysitter to take part to international conferences) and train young women to reinforce their ability to produce excellent cv and their self-perception. If one focuses on structural and cultural barriers, seeking to reveal the enduring preconceptions and stereotypes on definition of masculinity/femininity on which organisational culture and recruitment and selection processes are based, then actions should be addressed both to women and men, directed at deconstruction the ideal worker norm (an unconditional worker), at promoting the right to have time for care also among men, and at making decision-making arena more gender balance and more conscious of implicit and explicit gender biases.

As we suggest in MINDTHEGAPP, it is only a mix of cultural and structural actions, at the top and at the bottom, together with the creation or reinforcement of gender-sensitive figures and bodies in the organisation, that can produce effective long-term GEPs in research performing organisations.

UNIVERSITY FOR THE 99%. SOME SUGGESTIONS

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All universities are embedded in a "global economy of knowledge" (Connell 2019), shaped by its inequalities, and assume a single model of knowledge (techno-scientific one), of university (neoliberal one), of language (English), of governmentality (new spirit of evaluation) etc. Paradoxically, those excluded from this monoculture are led to perceive their own difference as limits to be

overcome, and that can be overcome by ensuring that 'deserving' individuals of 'underrepresented groups' can reach positions and pay on an equal footing with heterosexual white men in their class. The feminist variant is eloquent but, unfortunately, not unique. Focused on "leaning" and "breaking the glass ceiling", its main beneficiaries could be only those already in possession of the necessary social, cultural and economic capital. All the others would have been stuck in the basement". (Arruzza, Bhattacharya, Fraser, 2019:16). On the contrary, the universities, in order of being really inclusive, need to be radically rethought, trying to imagine "another possible university", extraneous to privileges and domination logics, not standardized, sexualized, racialized. To really achieve "an-other university" - a university "without condition" (Derrida 2001) - we need, first of all, Otherness, in every sense of the word. The real Otherness at stake here is not so much the inclusion of subjects traditionally excluded and/or with greater difficulties of access – perhaps by resorting to concepts and values related to the field of meritocracy – but the redefinition of the value system and the social hierarchy on which the university institution is based.

In other words, as some exponents of radical feminism write: "Our answer to lean-in feminism is kick-back feminism. We have no interest in breaking the glass ceiling while leaving the vast majority to clean up the shards. Far from celebrating women CEOs who occupy corner offices, we want to get rid of CEOs and corner offices" (Arruzza, Bhattacharya, Fraser, 2019:13).

THE INCLUSIVE FUNCTION OF THE EDUCATIONAL COUNSELLOR IN HIGHER EDUCATION

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OECD (OECD, 2011) and the Academic Network of European Disability (Ebersold, Schmitt & Priestley, 2011) have stated an increase over time of actions and strategies to support the inclusion of non-traditional students and students with special needs in Higher Education. EC (Eurydice, 2014) has highlighted the growing presence of students who (thanks to the international and national official policies) are aware of their rights to participate to higher education processes. HE institutions have been increasingly challenged to design and provide a diverse array of admissions and support strategies for these students in relation to accessibility policies, housing and

transport, advice, counselling and mentoring services, technological facilities. The adoption of specific services and solutions does not imply the activation of inclusive processes; inclusion requires a deep contextual transformation in cultures, policies and practices engaging multiple actors and the organizations themselves (Booth and Ainscow, 2002). Moreover, it requires the mobilization of competences, resources, strategies which define new roles and functions as the one of the educational counselor, who interacts not only with the students, but with faculty members, the institutional governance and other actors. Several recent studies have explored the condition of non-traditional students in higher education contexts either in Europe and other countries, mainly focusing on students' attitudes, motivations, opinions and responses. An exploration of the role of other institutional actors, and of the processes of institutional and organizational change activated by the challenge of including non-traditional students and students with special needs, offers another perspective from which the process of inclusion can be understood. The study focuses on the process of construction and re-construction of the professional agency of the educational counselors working within the Center for Active and Participated Inclusion of the Students at the University of Naples Federico II, which operates according to an interdisciplinary approach, involving a continuous reflective engagement of different professionals (educational counselors, psychologists, technicians) on issues and problems emerging from professional practice within a complex organizational context. The questions guiding process of inquiry have been formalized on the basis of the ecological observation of the professional engagement of educational counselors in a number of practices, as well on the reflective positioning of the counselors within their practices, and on their transactional relationship with the context. The research has been developed according to a phenomenological design (Groenewald, 2004) aimed at describing how the progressive unfolding of a specific educational agency within an educational context has determined significant changes in attitudes, behaviours, cultures, policies and practices, according to an inclusive perspective (Booth and Ainscow, 2002), but also how the context requests have detected, developed, modelled and shaped professional agency, competences and practices, according to a co-evolutionary (and therefore inclusive) pattern.

ARE GENDER EQUALITY PLANS OR REPORTS SUITABLE TOOLS FOR MONITORING GENDER (IN-)EQUALITY?

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Increasingly precarious working conditions are a common phenomenon among scientists at universities in Germany. We performed a quantitative study on the working conditions for scientists at a Medical Faculty in Germany. We analyzed the employment contracts over a period of four years and collected data regarding contract duration (CoD), weekly working time (WWT), age, gender and parental leave. During this postdoc phase the specialist training for physicians for a medical career and postdoctoral qualification (“Habilitation” in German) for an academic career usually take place. These are the critical stages on the path to leadership positions for women in the field of medicine. During our analysis we came to the conclusion that male and female scientific staff are generally on equal terms when it comes to the fixed-term contracts. In case of the permanent contracts a gender variable starts to play an important role. So according to our empirical research male scientific staff receives usually contracts with longer working hours than female. This leads to a gender pay gap and prospectively to a gender pension gap. Men are also twice as likely to perceive a permanent contract as women. Gender has still the greatest influence on the claim and the duration of parental leave. Gender Equality Plans (GEP) usually include an assessment of current data relating to the (under)representation of women at different stages of their scientific career. In this paper we are analyzing the case of the Federal State of North Rhine-Westphalia (NRW). Since 2000 Gender Equality Plans (GEP) have become mandatory for Universities by law in NRW since 2000. We carried out a monitoring of a current Gender Equality Plan. GEPs contain a report section and a section with planned objectives and measures. A restructuring of the Gender Equality Plans in tabular form facilitates the monitoring of the individual measures of every university. The table format makes monitoring easier, but does not replace precise analyses of certain facts. Although diverse supporting measures from different responsible persons in the faculties could be offered, in our case we managed to identify generally two clear areas of responsibility. These are the Rectorate and the Central Equal Opportunities Officer. In addition, some particular measures could not be attributed to a clear competence. The area of responsibility of the Central Equal Opportunities Officer is the largest. The responsibilities of the Rectorate include structural measures for a gender-equitable university. The responsibilities of the Equal Opportunity Commissioners include the individual measures for female early career and advanced researchers. In the medium term, this (the clear) distribution of

responsibilities in administration can lead to the organisational cultural change and to a gender-equitable university.

MENTORING AS PRACTICE: A SOCIOMATERIAL PERSPECTIVE

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The literature about mentoring emphasizes the relational aspect between a senior or more experienced person (the mentor) and a junior person (the protégé), whereby the former provides the latter with advice, modeling and support (Kram 1983; Cozza 2011). The practice of mentoring has proven to be rather widespread in settings – such as science and technology – characterized by a still persistent gender gap (Cozza 2011) both in professional (Ramaswami et al. 2010) and academic careers (Picardi 2017). Starting from this body of knowledge, this contribution aims to discuss the practice of mentoring under a sociomaterial perspective, drawing on the insights provided by gender and STS (Science and Technology Studies) feminist studies. The goal of the paper is to investigate mentoring not only as formal policy and relational practice implemented in different organizational and professional settings, but also as an informal and unintended effect of multiple relations that include different humans, practices, artifacts, and epistemic cultures. Our contribution provides a second-level analysis of the results collected in a research project focused on the analysis of the subjective trajectories of women working in technoscientific fields (De Vita et al. 2016; Pozzi et al. 2016). We draw on three exemplary cases of three women working across academia and research-based sectors in the fields of biotechnology, engineering and computer science, in order to unpack the theme of mentoring through a broader lens: not only as a voluntary action stimulating women’s personal and professional empowerment, but also looking at situated practices and knowledges mediated by discourses and objects (Cozza, 2013). In doing so, we suggest that the employment of a sociomaterial perspective informed by feminist technoscience studies (Barad, 2003; Orlikowski, 2007) can enrich the debate about mentoring, bringing forward the importance of the relationship between the social and the material in studying mentoring as practice.

WHAT PROFESSORS AT GERMAN UNIVERSITIES KNOW AND THINK ABOUT GENDER EQUALITY IN HIGHER EDUCATION

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In our paper we will present the results of our research project on “Equality-Related Orientations of Action and Courses of Action of Professors against the Background of Equality-Policy Regulations.” The study was conducted from 2015 till 2018. In sum, we interviewed 40 professors from various disciplines and institutions in North Rhine-Westphalia, Germany as well as 8 experts from gender research, management and equal opportunity commissions. The aim was to study the relationship between knowledge and action concerning equality in higher education: Which gender equality measures are known at the professorial level and how are they perceived? How do the individual actors deal with this knowledge? How do professors work concretely on the implementation of gender equality in their sphere of action and influence? The concept of gender knowledge and the theoretical corpus of neo-institutionalism has guided the analysis of our interviews.

The results show that knowledge about equality discourses and institutions does not automatically lead to unbiased behavior, especially concerning the relationship between excellence and equality. The link between knowledge and action is rather inconsistent and ambiguous. It is striking that the concepts of “excellence” and “high performance” still seem to be unquestioned. Furthermore, the majority of the interviewees see clear gender differences between men and women in terms of career opportunities and in their motivation to pursue an academic career. Careers in higher education are regarded as a constant test in a “battle arena”.

academic career, b) intensive networking with various key figures in the scientific system and thus c) a better ability to analyse and reflect on their own fit in academia and much more. Participants in mentoring programmes experience the hurdles of an academic career on their own or in the observation of other female scientists (in Germany above all financial and planning insecurity, self-doubts and the difficult combining of family life and science). At the same time, the survey shows that former participants in mentoring programmes are extremely committed to promoting other young scientists, representing political interests in the scientific field and promoting women’s promotion, gender equality and diversity in academia.

This paper examines firstly how former participants benefit from their mentoring (mentees as well as mentors). Secondly it asks in which policy fields mentoring alumni are involved. Thirdly it shows how they can contribute to a cultural change in academic governance towards gender equality and diversity.

MENTORING ALUMNI AS AGENTS FOR CULTURAL CHANGE IN UNIVERSITIES?

Stefanie Wittich

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Former participants in mentoring programmes report on a variety of benefits they have gained through their participation as mentors or mentees. In the alumni survey of the mentoring programme ProMotivation, they report a) a better knowledge of the university working context for an

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