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Author

SILANDER, Charlotte (HAAKE, Ulrike; LINDBERG, Leif)

Title

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Abstract

Women are underrepresented in advanced positions in higher education in Europe. This study takes a horizontal perspective and focuses on the relationship between gender and discipline in order to combine research on gender in higher education with theories of disciplinary differences in academic cultures. The study points out substantial differences between disciplines in gender composition, specifically, the probability of a person leaving academia after earning a doctor's degree and various attitudes towards gender equality work. Our approach, which is based on quantitative longitudinal as well as qualitative research methods, has yielded a more complex and contradictory picture of gender equality in higher education than have vertical cross-sectional studies. (HRK / Abstract übernommen)
Silander, Charlotte, E-Mail: charlotte.silander@lnu.se