



11TH EUROPEAN CONFERENCE ON GENDER EQUALITY IN HIGHER EDUCATION



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These studies present several singularities that deserve to be highlighted and reflected upon:1. In spite of being a discipline on which many other sciences and engineering are based, it is little known, even at this time.2. It is a very transversal field of knowledge in which different cultures mix and converge through the variety of science and engineering disciplines.3. The first promotion of graduates of this degree was completely female, a surprising fact in an engineering field. This document evaluates publicly available data on the demography of Materials Engineering programs in Spain to try to explain the evolution of female graduates versus the general trend in engineering. The results obtained show a negative trend towards equality of vocations in this field, in spite of its initial tendency towards equilibrium. For this reason, the author has been developing an initiative for the promotion of STEM vocations directed towards the field of Materials Engineering among pre-university students for the last three years. Nowadays, we have some preliminary results that show that using the rich world of Materials in Science Fiction and Superheroes can help to awaken interest in this field among our young women.

EUFEM and its Vindications for the Improvement of the System of Knowledge. Teaching

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UC3M

topics: INTEGRATION OF THE GENDER DIMENSION IN UNIVERSITY TEACHING (UNDERGRADUATE, POSTGRADUATE AND PRE-DOCTORAL TRAINING)

↳ **Keywords:** EUFEM, equality, gender equality, higher education teaching, degree, doctorate, postgrade, feminist theories, gender perspective

The aim of this symposium is to present the main themes of the EUFEM agenda in the field of research. EUFEM (University Platform of Feminist and Gender Studies, in Spain) has promoted since its creation the integration and recognition of the gender dimension in the content of research, knowledge transfer and innovation. Although important steps have been taken in recent years in this regard, there are still obstacles to be surpassed. Until then we will not be able to talk about a knowledge system that is fair, balanced and on equal terms and opportunities for women. In this symposium we propose to make a critical review

of the evaluation system of research in feminism and gender in Spain (sexenios), in the introduction of gender in projects and calls and in the visibility and impact of production in gender research. We also propose to consider the model of good practices that could show us, through practical cases, some valuable lessons that serve as an example for an improvement of the knowledge system in the teaching. In this sense, we will analyze the introduction of gender issues in the technical fields of engineering, architecture and urban planning.. We demand that teaching be included to integrate the gender perspective in undergraduate and postgraduate degrees, in all areas, so that the cross-sectional knowledge of gender issues is disseminated and deepened, which affects and competes in any area of knowledge.

Mentoring as a part of sustainable Gender Equality Policy

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topics: POLICIES FOSTERING STRUCTURAL CHANGE FOR GENDER EQUALITY IN THE RESEARCH, TECHNOLOGY AND INNOVATION SYSTEM



↳ **Keywords:** Mentoring in academia; sustainability, gender equality policy, intersectionality

In the university context, mentoring has meanwhile a more than 20 years old tradition as one of the key measures to promote gender equality. Commonly, mentoring is seen as a counterpart to the old boys networks formed by male homosociability, i.e. the transmission of knowledge from an established to a less experienced person. Mentoring therefore offers women, many of whom are usually excluded from this kind of homosocial sponsorship relationships, access to promotion and insider knowledge. In some respect, mentoring programmes were criticised for their focus on fixing the women to better fit the gendered status quo without addressing the need for organisational cultures and practices to be transformed (van den Brink and Strobbe 2014). Yet, it has been proved, that mentoring programmes have the potential to make obvious and at the same time to soften typical system-immanent obstacles for women in academia. This bifocal approach addresses not only women´s development but also organisational change. Therefore, mentoring programmes can be effective instruments for structural changes in academia (Höppel et al. 2014; De Vries, van den Brink, 2016; Picardi and Agodi 2020). Current developments in higher education