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## **“Integrative Gendering”. A Strategy for Teaching, Research and University Structures**

### **Introduction**

Since 2004, a strategy referred to as “integrative gendering” has been developed and tested at the Universität Lüneburg. This strategy is connected to both the European higher education policy, developed through the so-called ‘Bologna Process’, as well as to approaches used in Germany for incorporating gender aspects in teaching, research and university administration. Moreover, at the Universität Lüneburg it is also linked to the newly introduced bachelors and masters programmes.

In the course of the Bologna Process “gender equity” has been legally established as a goal for universities throughout Europe. Furthermore, “gender” has been accepted by the accreditation council as a quality related criterion for accrediting all programmes, thus supporting a “top-down” process (see below)<sup>1</sup>. Within the accreditation processes which have already taken place, universities have considered gender aspects to varying degrees and have implemented different strategies (Becker/ Jansen-Schulz/ Kortendiek/ Schäfer 2006). In addition to previous gender mainstreaming approaches such as the “QueR-Projekt” at the Universität Dortmund (Roloff/ Selent 2003), new and diverse ways of integrating gender have in the meantime been tested in teaching. Thus for example, in 2003, universities in Hamburg began establishing professorships with a designated gender, since then other universities in the Federal Republic of Germany have also followed suit. Moreover, the TU München was the first university to embed a ‘pure’ gender professorship in the natural sciences and the Universität Dortmund established a special workgroup for analyzing all of the programmes which are to be accredited regarding gender aspects and puts forward suggestions for improving them<sup>2</sup>. The Fraunhofer Gesellschaft developed recommendations for considering gender aspects within applied research within their project “Discover Gender” (financed by the German Ministry of Education and Research – BMBF).

The Universität Lüneburg has undergone a number of changes since 2004: Initially preparations were made for fusing with the Fachhochschulschule Nordostniedersachsen. This fusion was completed in January 2005. At the same time all of the programmes were being restructured and modularized into bachelors and masters programmes. Since 2006 the Universität Lüneburg has totally changed its orienta-

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<sup>1</sup> In December 2005, the accreditation council agreed upon the category of gender as a criterion (Criterion 10.4) for certifying accreditation agencies. The criterion includes that agencies are to verify “the implementation of the universities concept for promoting gender equity in the given programmes”.

<sup>2</sup> See also footnote 9

tion; beginning in the 2007 winter semester a new system of schools was to be implemented<sup>3</sup>.

After its fusion, the university cultivated several features as part of its new corporate identity, included among these are 'gender' and 'sustainability'. In order to integrate gender into its profile, it was necessary to: 1) establish approaches to gender in the individual faculties, programmes and modules, 2) find ways of implementing these and 3) develop gender competencies in those teaching and/or conducting research as well as those working in administration. During the process of fusion, gender approaches were developed through the "Gender Competency"<sup>4</sup> project and were bundled in order to foster a gender oriented faculty culture (Jansen-Schulz, 2004) especially in the areas of natural sciences and technology.

In the course of the re-structuring at Lüneburg Universität, integrative gendering was also linked to an economics based approach commonly referred to as 'managing diversity'. Considering gender aspects is also a political marketing device for the higher education system. Universities today are subject to strong pressures to compete with one another. They not only have to attract more students in general, but also need to gain more women in scientific and technical subjects. "Gender" is therefore indispensable as a corporate identity element for marketing universities. As a result of considering gender aspects the faculty culture especially within natural sciences and engineering will change, included in this is both their habitus as well as their content and approaches to educating. As a consequence, it can be presumed that more students and especially more women will then pursue studies in these fields.

## 1. Theoretical Framework for Integrative Gendering

Integrative gendering draws upon several theoretical approaches:

- with regards to social sciences and epistemology, Pierre Bourdieu's concepts of faculty culture and habitus play an important role,
- with regards to cultural theory, Cliché et.al's theories on culture gates are called upon,
- with regards to educational theory, research on key competencies and teaching methods in higher education are incorporated,

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<sup>3</sup> There is a college for bachelor programmes, with a specific Lüneburg bachelor degree. Furthermore, programmes for masters and doctorates are embedded in the graduate school and all additional programs in the professionals school (including programmes which make it possible to complete a Masters while working full-time). In addition there is a research centre which is responsible for all three schools. More information can be found at [www.uni-lueneburg.de](http://www.uni-lueneburg.de)

<sup>4</sup> With the project "Gender Competency in Natural Sciences and Technology and the University System" (funded from 2004-2006 by the higher education programme - HWP), the Lower Saxonian Ministry of Science and Arts set a clear sign to realize gender mainstreaming in its various dimensions in the new university. Due to the success of this project it was extended and has been funded by Leuphana Universität in Lüneburg since 2007.

- as mentioned above, with regards to economics, integrative gendering is combined with the managing diversity approach, and finally,
- the approach refers to feminist and gender research on university development.

### 1.1. Faculty Cultures and Habitus

In order to understand why women in particular, still rarely choose to enrol in technical or natural science programmes – despite nearly 20 years of efforts to raise the interest of girls in them – the faculty habitus of such programmes needs to be considered in addition to a number of other categories.

According to Pierre Bourdieu habitus (1987, 1992, 2001) are developed through possession of and participation in:

- economic capital (background),
- cultural capital (acquired education standards, affiliation to institutions), and
- social capital (systems of social relationships).

The habitus plays a role as a disposition which is both structuring and structured. It is a malleable, rather unconscious (but realizable) system of thoughts, perceptions and actions. Each academic discipline has cultivated its own faculty culture and habitus, including both inclusive and exclusive social functions.

Engineering programmes are still rather traditionally oriented on technology and do not take into account the educational needs of students or the educational requirements of the industry enough. The principal teaching habitus emphasizes dominance, distance and hierarchies. It sequentially presents subject content instead of referring to the connections and implications. Furthermore, teaching methods tend to be more traditional and fail to promote social competences necessary for adopting independent, scientific, holistic ways of thinking and learning. It thus discourages many women – as well as men – from studying in these fields (Metz-Göckel/Brendel 2001; Schwarze/ Webler (Eds.) 1998; Schaeffer-Hegel, 2001; Müntz 2002, 2005).

Moreover, this faculty culture and habitus suggests to female students that they are not in the right place and leads to ‘gate keeping processes’<sup>5</sup>. Robert Merton (1988) speaks of the "Mathew effect in science" ("to anyone who has, more will be given" – a quote from the gospel of Mathew) and refers to ‘citation cartels’ which exclude female scientists in particular by way of their exclusive mechanisms. Through the structures, technical models and habitus of this faculty culture women are involved less than men. In order to keep the number of students and especially to increase

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<sup>5</sup> The theoretical approach of culture gates tries to illustrate how gate-keeping occurs and what gate keys are. It assumes that those who hold key positions in institutions, associations, juries etc. also decide who may participate in the respective "institutional culture". The criteria these decisions are based on are not at all objective, but instead are relatively subjective to: their own standards, gender, social background and habitus. This approach originates in Cultural Studies, where it has also been reflected upon with regards to gender. See also: Cliché, Danielle/Wiesand, Andreas (2003); ERICarts/MEDIACULT/FinnEKVIT/Observatorio of the Actividades Culturais, (2003).

the number of female students, engineering programmes must become more attractive, designing a holistic, modern image of technology. The students' individual educational interests and career planning models – especially for women – need to be taken into consideration and existing resentments about women in engineering professions need to be broken down (Minks, Karl-Heinz, HIS 2004). In order to do so special strategies are required.

### 1.2. Key Competencies

Integrative gendering aims at gradually changing the specific faculty cultures and communicating gender related competencies as key competencies both for teachers as well as students.<sup>6</sup> The integrative gendering approach is theoretically based on an integrative understanding of education (cf. Chur, Dietmar 2005), which takes into account all of the teaching methods and spheres of action in the higher education system. Integrative gendering is applicable not only to the content, but also to behaviours and levels of awareness. Gender related aspects and knowledge affect the professional skills and knowledge of those active in the higher education system. As such, in addition to academic instruction, gender aspects are part of a university's staff development plan. Integrative, therefore, also means communicating gender in discipline related events through specific sequences and using specific teaching methods.

### 1.3. Gender Research in Universities and Teaching Methods

The integrative gendering approach (Jansen-Schulz, Bettina 2005a) extends beyond gender oriented teaching methods (Kahlert, Heike 2003; 123). Integrative gendering takes place simultaneously on a number of levels and encompasses both gender oriented teaching methods, gender modules as well as empowering women through situational mono-gendered courses and mentoring models for women.<sup>7</sup>

## 2. Implementing Gender Aspects in the Accreditation Process

Integrative gendering refers to a process which incorporates gender aspects into all programme curricula and modules as well as increases the gender related competencies of researchers and teaching staff. As part of the accreditation process at the Universität Lüneburg, 'gender synopses' of around 700 modules, from approximately 30 (of 45)<sup>8</sup> programmes were developed and reviewed. Seven gender categories were established for this procedure, and the synopses were evaluated using a multi-stage method.

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<sup>6</sup> With regards to the current state of research on key competencies see: Association for Research into Professional Development's (ABWF) / Projekt Qualifikations- Entwicklungs – Management (1997-2004); Erpenbeck/ v. Rosenstiel (2003); Chur, Dietmar (2005)

<sup>7</sup> With regards to university reforms and gender mainstreaming, see also Christine Roloff, Petra Selent 2003

<sup>8</sup> As of 2005

The seven categories were:

1. special consideration of gender research and/or research methods employed by female researchers,
2. developing gender competency as a key competency,
3. gender as content,
4. approaches to diversity,
5. gender oriented teaching methods,
6. gender modules,
7. gender aspects within programme organization

By using a multi-staged process gender aspects were introduced into all course modules in the accreditation procedure.<sup>9</sup>

### 3. Gender Competency

A university or college which is 'gender aware' needs to be competent in gender related issues. Developing the gender competency of all those involved at a university – including administrators, employees in research as well as service sectors, students, and teachers – can only be achieved when processes, which facilitate focusing teaching, learning and general activities on gender, are introduced both structurally and didactically, on all levels and in all areas. Figure 1 outlines the various fields of action (in the middle) alongside the respective persons (from the perspective of university didactics those involved are considered 'target groups') as well as the structural areas and their corresponding responsibilities (on the left side of the diagram) and the gender/diversity strategies (on the right side) which, to varying degrees, are applicable to all fields of action and organizational structures.

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<sup>9</sup> The gender synopses are voluntary at the Universität Lüneburg i.e. those planning the programmes send the modules to advisors involved in the gender competency project, who then produce the synopses. The Universität Dortmund for example takes another approach: A gender workgroup was setup at the vice-chancellor's office in order to review all of the modules and make recommendations for incorporating gender aspects into them. The categories used at Dortmund are similar to those in Lüneburg (for more detailed information see: Becker; Jansen-Schulz; Kortendiek; Schäfer, 2006).

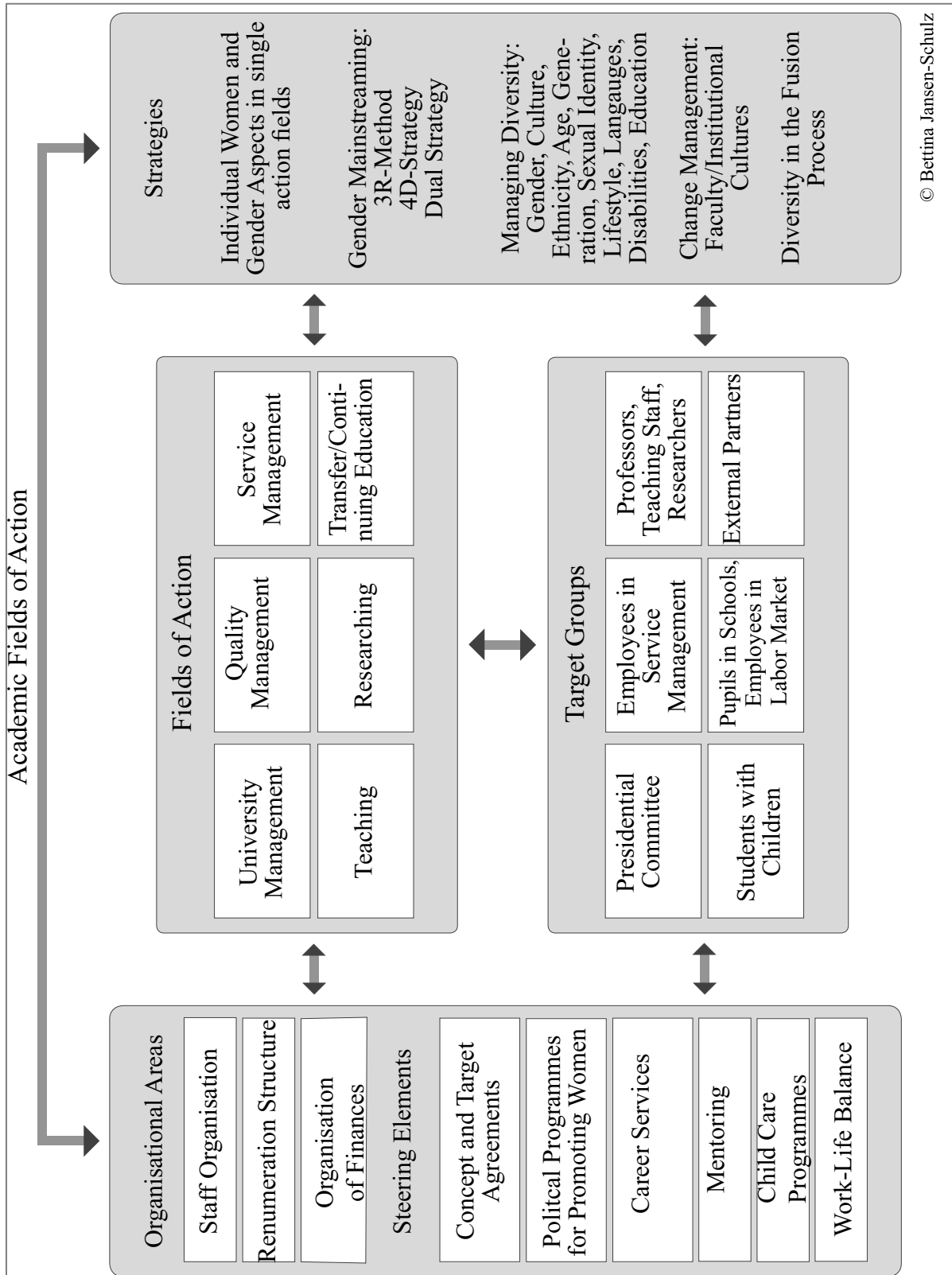
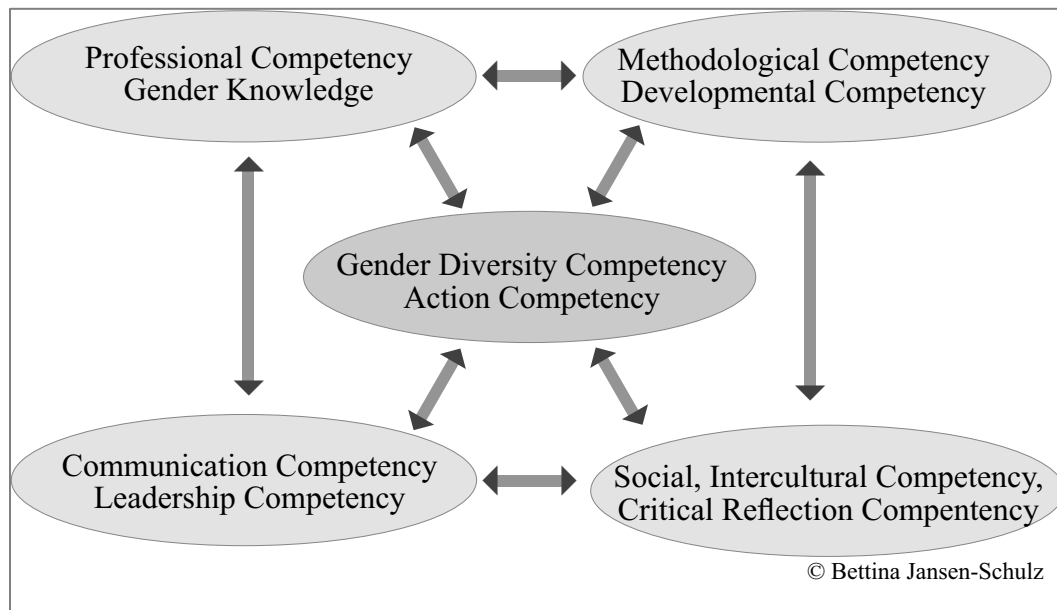


Figure 1 Academic Fields of Action

The goal is for those involved in the various fields of action to establish competency in gender and diversity issues. As can be seen in Figure 2, gender competency is a key competency, which can be attained and expanded as an integrative element through teaching and learning processes, by establishing a well developed system for managing knowledge. Successfully meeting this goal will result in the above mentioned, gender oriented faculty and university culture.



**Figure 2** Key Competency: Gender/Diversity Competency

As teachers and researchers, professors and academic assistants are responsible for safeguarding the continued existence of the university, the quality of programmes and the diversity of teaching methods as well as content. This includes gender orientation. Developing 'gender competency' is aimed at recognizing gender relationships in faculty cultures, including their positive and negative dimensions. In the future, university and college teachers not only have to acquire gender competency, but also have to be able to teach it to others and take it into account in their research. Students need to obtain these skills, because they will be considered a key competency in their future work. Moreover, establishing gender equity among teachers, researchers and students will bring with it a new realm of aspects and perspectives, greatly contributing to the content in each of these areas. Innovative processes will thus be promoted and the faculty habituses and cultures can be changed, leading in the long run to a paradigmatic shift within academia. Teaching methods such as those offered through the gender program at the Universität Lüneburg (see below) support these processes.

#### 4. Gender Categories in Teaching and Research

Gender sensitive programmes impart knowledge about gender categories to:

1. women oriented studies (content wise and didactically),

2. course modules (structural), and
3. research (theoretical)

#### 4.1 *Women Oriented Programmes*

Women oriented programmes are characterized by course content and teaching methods which <sup>10</sup>:

- are application based,
- are interdisciplinary,
- are career based,
- include intercultural aspects,
- emphasize linguistic competencies,
- incorporate a wide range of teaching and learning methods,
- are based on ecological and social sustainability,
- improve the ability to learn the core curriculum,
- evaluate the extent and necessity of mathematics in the core curricula,
- are relevant to professional practices, facilitating the development of contacts and the transfer of knowledge to various levels of practice,
- identify and establish female role models in the natural sciences and technology, and
- incorporate comprehensive approaches to technology assessments with regards to gender aspects

These requirements also comply with standards for “good teaching” (see also Becker et. al. 2006, 2007). The aim of the pilot project “Teaching and Learning in Lüneburg” (January - December 2007) was to get teachers and those involved with planning thinking and working with integrative, women oriented teaching. Discussions about the principles of good teaching and the relation to women oriented courses were held with them and teaching concepts were developed corresponding to these principles (Cremer-Renz et.al. 2007).

#### 4.2. *Course Modules*

Course modules have to be structurally designed so that they do not exclude women, men or any other groups.

This means that:

- both gender homogeneous and heterogeneous courses are offered,
- courses in Women’s, Men’s and Gender Studies are offered which also integrate gender oriented research and teaching methods,
- structurally there are opportunities for interdisciplinarity and subject diversity,
- aspects of social and natural sciences as well as technology are offered to everyone, especially through cross disciplinary, i.e. unrelated, courses,

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<sup>10</sup> With regards to gender equitably designed programmes see also Becker; Jansen-Schulz; Kortendiek; Schäfer 2006 : 37 ff.



- developing networks involving various disciplines (natural sciences, technology, humanities) is facilitated,
- disciplines are also oriented on areas of professional activity,
- studies can be completed part-time or full-time and student workloads are manageable for those with families, and
- programmes are evaluated with regards to gender aspects as part of the university's quality management

Workshops have been held nationwide including at the Universität Lüneburg<sup>11</sup>, in which course modules that have already been completed or are being planned are exemplarily presented and discussed both with regards to their content as well as the structural opportunities for including material from Women's and Gender Studies. This approach makes it possible to work on concrete situations and questions which confront teaching and planning staff. Demands for gender-orientation are formulated for the area of research, the project counselling for other externally funded projects relate to gender issues in the project applications and are based on the demands of the Gender Action Plans (GAP) of the EU master plans.

#### 4.3. Gender Categories for Research

Accordingly, gender categories for research include:

- considering the state of gender research in every subject area as well as from international perspectives,
- Women's and Gender Studies with inter-cultural/international approaches,
- considering the state of gender research in every study design,
- considering both genders in every study design: diversity, ratio of male and female participants, how it supports women and men, the effects on women and men,
- gender budgeting in research projects,
- distribution of gender in research teams,
- the presence of female directors in research teams,
- considering gender and diversity in externally funded research,
- identifying women and gender oriented research in project reports, and
- gender aspects in Excellence Initiatives

### 5. Gender Oriented University Teaching Methods and Integrative Gendering

The discussion concerning gender oriented teaching methods in colleges and universities has only just begun and is not sped up by evaluating teachers and programmes. In engineering and technology the debate about women's/gender research has arrived for the most part only within the area of Women's Studies and not in the 'normal' programmes.

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<sup>11</sup> In September 2005, due to the frequent inquiries about Lüneburg's concept of integrative gendering, the project was expanded to include all colleges and universities in Lower Saxony.

Within the “Gender Competency” project, various approaches to university teaching methods have been put to the test in the last four years:

- opportunities for additional training about the role of gender in teaching and research which are designed specifically for target groups,
- developing gender synopses for all course modules – thus providing feedback for planning with regards to the accreditation or re-accreditation,
- conversations about gender aspects with the professors in a division or a group who is responsible for teaching regarding,
- one on one conversations with professors and teaching staff regarding their modules and the gender issues which may be involved,
- coaching professors and teachers: auditing their lectures regarding hidden gender curriculum, developing gender issues and gender packages for their lectures and their research,
- group discussions about exemplary course modules and the gender categories already contained or which can be integrated,
- support in finding relevant literature,
- support in preparing and conducting courses with integrative gender issues
- developing ‘gender packages’ (brief gender oriented teaching units) regarding the content of modules
- student project in which a gender-diversity-internet portal is being created.<sup>12</sup>

In addition, training sessions were offered both in house (i.e. at the Universität Lüneburg) as well as for other universities and colleges nationwide. The continuing education courses were directed at specific target groups:

- young academics (Integrative Gendering; Gender Action Planning in Externally Funded Projects; Teaching Methods in Higher Education Facilities )
- professors, teachers (predominantly in informatics, natural sciences and engineering) (faculty cultures and habituses; science and technology cultures beyond limited gender images; gender teaching methods for informatics, gender issues in course modules for Water Supply and Distribution as well as Environmental Technology) administrative staff (gender strategies and approaches in the university’s organisation)

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<sup>12</sup> This internet portal will be interactive. Besides a variety of information about gender and diversity aimed at students, researchers, academic teachers, gender packages will be developed for all programmes and all faculties. These packages will help motivate teachers who are interested in gendering their lessons, but do not know how. They can download the *gender packages*, try them, modify them where necessary and put them back into the portal. Thus creating an on-going process for developing gender packages. In the last years approx. 50 gender packages have been developed. All of these will be loaded into the gender diversity portal. It is the first portal in German universities that has been developed together with students and incorporates their perspectives, as well. Other gender portals include: the university Duisburg-Essen <http://zfh.uni-duisburg-essen.de/gender>, the universities of Hamburg <http://www.genderstudies-hamburg.de>, and the university of St. Gallen, Switzerland, [www.genderportal.unisg.ch](http://www.genderportal.unisg.ch)

- a group of mentees for young female academics (Gender Action Planning, Integrative Gendering)
- for all those interested: the gender portal (an interactive website see Footnote 14)

## 6. Employing the Top-Down Principle for Integrative Gendering

After a number of years, the first signs of integrative gendering are now visible:

- requests for consultations regarding Gender Action Planning for externally funded projects as well as “gender discussions” are steadily increasing,
- the gender issues already incorporated into modules and the integrated recommendations are contributing to expanding the gender knowledge and competency of teachers and researchers at the Universität Lüneburg,
- including the gender issues recommended in the synopses significantly increases the consideration of gender aspects in the programmes and have to some degree been included in the accreditation and/or planned accreditation process,
- the (gender) programme offered is rich and diversified both with regards to teaching methods as well as content,
- faculty staff have access to individual gender coaching sessions and gender workshops,
- an internet based gender-diversity portal is being developed.

Without the ‘top-down’ principle, these results could not have been achieved: The support of the university administration in implementing integrative gendering is indispensable. The administration has to indicate the gender issues in all of the committees and make it possible for the committees to access gender consulting services. They have to create supportive structure within the university’s fields of action for gender counselling, gender discussions, and incorporating gender aspects into career services, university teaching methods and continuing education programmes for staff. As Becker et. al. demonstrated in their study (61 ff), it is absolutely necessary that universities individually develop target agreements regarding gender and diversity goals as well as strategies for implementing them. This has to be done, because accreditation agencies only verify the gender and diversity aspects when they are mentioned in the proposals, target agreements and module descriptions. This applies to programme accreditations, but also especially to the process accreditations which are being increasingly conducted. Thus if gender and diversity are not embedded and named in all levels and stages of the university’s quality management, they will not actually be reviewed when accrediting processes. There is not really any direct resistance to integrative gendering or against gender mainstreaming approaches, instead they tend to be more structurally or personally based. They are due to:

- planning and time structures,

- the idea that gender aspects are an 'add-on' i.e., something that has to be additionally provided,
- time pressure,
- being overwhelmed content-wise or subject wise (i.e., due to a lack of gender knowledge), or,
- having to re-design the modules which have already been developed with great effort.

In the case of the Universität Lüneburg, resistances have also resulted since 2005, from the fusion (temporal, personal and mental demands required to process it), the new university culture, the collaboration with new colleagues and the university's new structure.

It is also critical that the accreditation council<sup>13</sup> supports this 'top-down' principle so that gender aspects are bindingly taken into account during the programme accreditation as well as in the future accreditation of processes. Without this, the individuals involved at the universities and colleges will not feel as obligated to pursue integrative gendering. Without gender as a criterion for quality, universities and colleges will have a difficult time in the future maintaining international standards during the upcoming process accreditation, in the competitions with one another (Excellence Initiatives) and in attracting students.

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<sup>13</sup> And as much as possible also through the accreditation agencies; the accreditation council board in a letter to the BUKOF in October, 2004, establishing the category of gender (10.4.) for the accrediting of accreditation agencies at the end of 2005

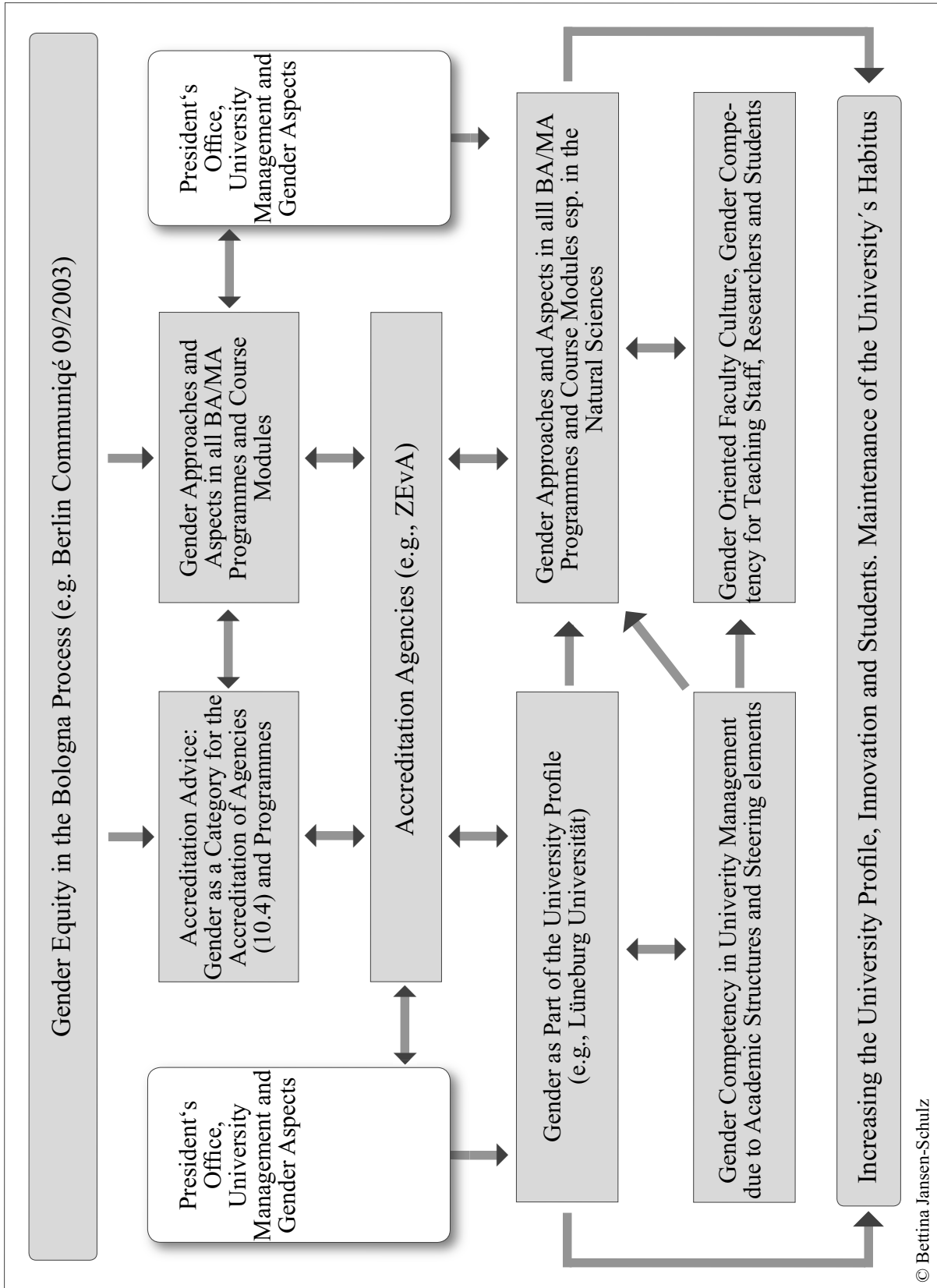


Figure 3 Top-Down/Bottom-Up Principle

## 7. Conclusions

The integrative gendering strategy has been met with great interest on both national as well as international levels and is considered an example of the so-called 'best practices'.<sup>14</sup> Therefore, after the project was completed and the HWP financing was exhausted, this strategy and diversity packet was expanded and is now being adopted within the Universität Lüneburg's redirection as gender and diversity counselling. From now on gender and diversity counselling is added to the various interfaces of the university's new structure (college, graduate school, professional school, research centre, faculties, administration/service sectors) and within each organizational unit. This applies, for example, to completing a minor in Gender within the general studies program at the college<sup>15</sup>, as well as to the university teaching methods, the university administration's new quality management programme and the process accreditation of the various schools. The development of the gender portal<sup>16</sup> supports this strategy in the various new organizational units by providing information and possibilities for interactive exchange.

Without the top-down strategy on the side of the presidents's office combined with the bottom-up strategy of the network of women in academia and chief gender equality officers, this gender diversity counselling would nonetheless not be possible. It is only because of this collaboration that all of those involved at the university are open to it.

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<sup>14</sup> Dudeck/Jansen-Schulz 2006; Becker et.al 2006: 285 ff; over 20 national and international workshops, over 30 publications

<sup>15</sup> v.Riesen/Jansen-Schulz 2006-2007. All of the gender oriented courses, which are offered, are summarized in this 'Gender Minor'.

<sup>16</sup> [www.leuphana.de/genderportal](http://www.leuphana.de/genderportal)

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