ABSTRACT

THE TRANSFORMATIVE POTENTIAL OF GENDER MAINSTREAMING: SOME CRITICAL COMMENTS

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Presented at Gender and Power in the New Europe, the 5th European Feminist Research Conference
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There is great need for more academic and critical reflection on the widespread trend to shift gender equality policies to gender mainstreaming. Central question could be to analyse the very quick and positive response towards this new strategy, to deconstruct its "content in practice", and try to understand the dynamics of its introduction.
Gender and gate-keeping in academia are explored in this paper in relation to one key academic arena: research funding. This is analysed by studying both organizational and individual gate-keepers of research funding, their policies and practices. The dynamics of gate-keeping are analysed as processes, policies and practices which, on the one hand, exclude and control, but, on the other hand, also facilitate and provide resources and opportunities. Research funding is of growing importance in academic life. This is because of both trends towards increasing competitive and external funding of university research and greater use of the level and source of research funding as a measure of evaluation of academic activity, sometimes even quality. Women are particularly under-represented among the academic gate-keepers, and in leading positions in science and science policy organisations. According to the EU ETAN report on women in science (2000), gate-keepers of research funding in Europe consist to a large extent of middle-age male academics. In EU science policy, mainstreaming gender equality in scientific organisations is currently seen both as an important goal in itself and a way to promote excellence in scientific research. A critical analysis of the dynamics of gate-keeping in research funding and its gendered aspects is important in order to increase understanding of gendered practices in science. This kind of analysis can also inform science policy in general and policies and practices of funding organisations towards greater gender awareness and fairness. As one of the top countries in gender equality development globally and also a country with very high R&D intensity and relatively high proportion of female researchers, Finland offers an internationally interesting setting for exploring the topic. The paper presents work in progress by a 3-year research project started in 2002.
In this paper I am focusing on the topic: Remembering Communism and the Period of "statist feminism". Lived and narrated history: memory of 1956 and the communism in Hungary. What were the effects of the 'statist feminism' on their personal life and how it shaped their strategy as political actors? How did this memory contributed to migration decisions?

For my work besides the bibliographical research on press and archival material of conservative women’s organizations in Hungary after 1990 and before WWII, I made life story interviews with 23 women representing the five Hungarian rightist and conservative political parties. I also used interviews with conservative women who left Hungary before 1989 to understand similarities and differences. The interviews were made in the EU 5th framework research project of GRINE HPSE- CT-2001-000087.

The paper is to uncover the interconnection between lived, narrated and phantasmagoric pasts as far as the different levels of historical memory is concerned. An interesting aspect of conservative women’s organizations is that they reaching back for symbols, for legitimization and for discourses to the pre-1945 Hungary. The question is also interesting in an other framework, which is the framework of resistance to communism: how the remembered past is used for legitimizing changes in life strategies.
ABSTRACT

CHALLENGING THE SLOW MOTION OF GENDER EQUALITY
What can be learned from the Icelandic case?

Thorgerdur Einarsdottir, University of Iceland, Reykjavik

Presented at Gender and Power in the New Europe, the 5th European Feminist Research Conference
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Why don’t we experience more progress in gender equality with all the knowledge we have gained, and with all the institutionalised gender equality policy machinery we have? Three key pillars have been identified in the furthering of women’s emancipation and equal opportunities, i.e. feminist research and women’s studies in the academia; policy makers and the official EO policies; and the women’s movement. The first two pillars have become institutionalised: the issue of equal opportunities and official EO policies have gained legitimacy in public administration and on the labour market as well. The same holds true for gender studies in the academia, which are now providing extensive knowledge and research. Despite this, there is an increasing concern among feminist scholars about slow progress. In the Nordic countries there are indications of stagnation or even backlash. This situation raises two kind of questions: 1) the acceptance and the integration of gender-sensitive and feminist knowledge in EO policies. Gender impact assessment of EO policies point to a lack of gender awareness, a marginalisation or a superficial application of gender-sensitive knowledge, despite the fact that gender equality has become a legitimate political issue, 2) the integration and reconnection of the three pillars mentioned above, especially consolidation of the role of the women’s movement in the project. In the paper these questions are discussed from the case of Iceland. Iceland has a long history of Equal Status Acts and EO policies but has, nevertheless, lagged behind the other Nordic countries. With the founding of the Feminist Association of Iceland in March 2003, more or less initiated by feminist scholars at the University of Iceland, the climate around gender issues in Iceland has dramatically changed. The Feminist Association made a strong impact on the election campaign in the spring 2003 and still affects heavily the media debate. It is suggested in the paper that the links between the three partners’ above have been bridged in Iceland, at least temporarily. The Icelandic experience points to the vital role of the women’s movement, which can constitute the necessary pressure needed to move the EO policies from the stage of “lip service” and “alibi” to a successful, engaged project. The Icelandic case further underpins the crucial roles of academic feminist (i.e. feminist knowledge and feminist research) as the “glue” or an important factor in this bridge-building.
In this paper I address the question: **how is it that people come to choose mathematics and in what ways is this process gendered?** I draw on the findings of a qualitative research project, involving interviews with 42 young people (aged between 16 and 19) and observations of their mathematics classes in England. The project focuses on the reasons for the gendered pattern of participation in mathematics beyond compulsory education. Working within a post-structuralist framework, I argue that gender is a project and one that is achieved in interaction with others. I then move on to look at the ways in which choosing to do or to reject mathematics can become part of this project; that is how this choice can be read as a way of doing gender. I analyse the ways that students work the socio-cultural stories about mathematics (as ‘hard’, a signifier of intelligence, useful, and so on) into their own narratives of self. I look in detail at two young women, Toni and Claudia and argue that doing mathematics is doing masculinity and so this creates tensions for the young women who are (understandably) invested in producing themselves as female.
Abstract

Women and mathematics – an intervention through networking

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Presented at Gender and Power in the New Europe, the 5th European Feminist Research Conference.
August 20-24, 2003 Lund University.

The imbalance between women and men in mathematics at higher levels in Sweden seems to be worse than in most counties (Grevholm, 1996). Girls and women achieve better results in school and educational institutions but as soon as mathematics is no longer compulsory they choose to leave the subject to a much higher degree than boys and men. Many projects have been started during the years since the sixties with the aim of attracting more girls to mathematics (and science and technology). The methods have differed and so have the values and theories behind the projects. Girls should be convinced that they did not know their own best, girls should change, girls should be attracted, girls should given a special quota for less demanding entrance to higher education and so on. Later the perspective changed to a conviction that the conception of the subject had to be changed, the ways of teaching, the work forms and so on. All projects had a limited effect when they run but after the end of them not much had changed.

As a contrast to this way of working I started a durable long term intervention for women and mathematics in 1990. A network for women and mathematics was created with the aim of supporting girls and women interested in studying mathematics. The network has arranged five conferences and documented them in solid books. Following this development reveals the raising level of women’s consciousness and ability to express themselves. Through the network women have entered the ‘official world’ by taking the chance to run projects in their own work place, present these in the conferences and appear in press with their reflections and thoughts. The effect of the intervention through the network will be analysed and discussed in the presentation.
ABSTRACT

Women in mathematics – from deviance to normality?

Anina Mischau and Birgit Blättel-Mink
IFF-University of Bielefeld and SOWI-University of Stuttgart, Germany

Presented at gender and Power in the New Europe, the 5th European Feminist Research Conference
August 20-24, 2003 Lund University, Sweden

If we believe in mainstream publications on the history of mathematics, scientific progress in this discipline has been made true more or less exclusively by male scientists. Female mathematicians, that existed in all stages of the cultural development of modern societies, felt apart in the discipline’s self-description, be they forgotten, labelled as “strangers” or “deviants”, or be they actively excluded. Focusing on the situation of today, on a first stance, the discipline still seems to be a “male” one, at least in Germany. Female professors of mathematics show a ratio of 5% of all professors in this discipline. The situation in extra-university research institutes is even worse. But, on a second stance, we can observe that mathematics seems to become more and more interesting for women. During 1988 and 1998 the ratio of female PhDs has doubled up to 22%. The ratio of female beginners in mathematics at winter term 2001/02 in Germany was 44%. What do these figures stand for? Do we participate in a process where gender relations become more equal in mathematics? Do women slowly but continuously (re-)gain this discipline? In order to give answers to these questions the authors conducted a survey into students of mathematics at two German universities. Where would we still identify gender differences and where would we observe growing equalities between the sexes? Main themes were: reasons for subject decision, attitudes towards and interests in mathematics as a scientific discipline, expectations concerning the studies, ideas about a career, family, work, and life planning. In this paper we wish to present results of this survey.

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ABSTRACT

Normativity, intersectionality and diversity in different contexts of education.

Jette Kofoed, Department of Educational Psychology, The Danish University of Education

Presented at Gender and Power in the New Europe, the 5th European Feminist Research Conference
August 20-24, 2003 Lund University, Sweden

This symposium consists of four empirical based studies of the ongoing interplay and complexity of identity constructing categories and diversity markers such as gender, ethnicity, nationality and profession/student/pupil in different contexts of education.

1. Performing in and through difference: Gender, age, power and disciplinary positioning in the academy.

Professor, dr.philos. Dorte Marie Søndergaard, Department of Educational Psychology
The Danish University of Education, Denmark, dms@dpu.dk

The paper will focus upon connotating practises in the academy, in particular those that guide concrete men and women in their career efforts. Connotating practises make up an important aspect of the mutual assessments academics continuously make of each other – these being as well formalised as more informal and non-consciously conducted. In any field a multitude of aspects are involved in connotating practices, this not least being the case in a complex field like the academic. The aspects that are privileged in the analysis of this particular study will however consist of gender, age, relative power position and disciplinary position. The analysis is based on empirical interviews with academic men and women from five different Danish universities, eighteen altogether, narrating from lives at different levels in the organisation: assistant professor, associate professor and full professor positions. The interviews were conducted around the millennium.

2. Intersectionality in scientific activities

Associated professor Cathrine Hasse, Department of Educational Psychology, The Danish University of Education, Denmark. Caha@dpu.dk

This presentation will focus on the intersectionality of nationality, gender and science departing from an anthropological study of a specific physics experiment, named Atlas, which include more than 2000 physicists from all over the world. The theoretical focus targets on how this gigantic project can be analysed as an activity system intersected by culturally specific interests and limitations. My theoretical point of departure is focused on cultural historical activity theory as presented by Lev Vygotsky, A.N. Leontiev and Alexander Luria - later revised by (among others) Yrjö
Engeström and Michael Cole. Whereas activity theory looks at what connects people involved in an activity, intersectionality can be a tool to identify markers of differences. Intersectionality as presented in newer feminist theory contends that different women experience different types of oppression (for example Patricia Hill Collins and Kimberle Crenshaw). The focus is thus on differentiation connected to discussions on privilege, othering and outsiders within. By combining the two approached into one coherent framework I try to understand how intersectionality works in the apparently commonly shared activity of Atlas. From field-based learning experiences of how physics is practised in different physics institutes around the world (mainly Italy and Denmark supplied with interviews with physicists from England, South Africa and Senegal) I shall discuss some examples of how the activity of the physics experiment is intersected by what could be understood as culturally informed social designations of gender and different interests in physics institutes in different countries.

3. Appropriated pupilness
Ph.d.-fellow Jette Kofoed, Department of Educational Psychology, The Danish University of Education, jeko@dpu.dk

The components required to be an appropriated pupil in Danish primary school is not put forward as claims or explained explicitly. On the contrary, pupilness is taken for granted. This paper presents a figure who does not conform to educational hegemonic narratives of the right way of being a pupil. The paper is based on an empirical study of processes of inclusion and exclusion among 12-13 year olds in a Danish primary school. The pupils positioning is relational and produces a number of figures that interrelate. This figure is thus produced in the ongoing processes of meaning-making in the school. Appropriated pupilness is about intersectionality of categories such a gender, ethnicity and time.

This figure moves in and out of physical and social spaces contrary to school regulations. This pupil does not respect the school’s traffic regulations. The person moves in and out, where and when it wants to. This figure comes into existence across established school claims of unambiguity. The person is of importance to the maintenance of ‘usualness’ in this particular school. In many ways this person fulfills the qualifications for being an appropriated pupil, yet the fundamental requirements of being a pupil is exceeded. In that exceeding the very claim of what pupilness is, is exposed. In this extravagant move does the basic claims of appropriatedness show themselves. In that sense this figure not only exposes the rules taken for granted, it also challenges established understandings of appropriated pupilness. The paper presents the empirically based analysis of the interrelatedness between this figure, it’s move-abouts, and the requirements of pupilness.

4. Talking about “the promiscuous” and “the ferocious”.
By Dorthe Staunæs, assistant professor, Department of Educational Psychology, The Danish University of Education, staunaes@dpu.dk.

The title of this paper refers to two different but intertwined aspects of storytellings. The first aspect concerns pupils’ social and discursive practices on gender and ethnicity, which subject other pupils into troubling and some times monstrous categories. By acting and telling, gossiping and silencing about each other pupils constructs offers of subjectification and position each other as
in/appropriate according to different normativities. Secondly, the title refers to the ways we as researchers speak these discursive practices into existence in scientific papers. By analysing and writing researchers constructs offers of subjectification and position the readers and the told persons in certain storylines. There are stories about power and subjectification we more easily can tell. And then there are stories, which trouble us to tell. These can have the intersections of ethnicity, gender, age and sexuality as the point of departure. There are not only retellings of troubling incidents but furthermore troubling talks, which have the possibility of reproducing or destabilising the categories and positions offered by the context.

The paper is a reflexive tale of a troubling story of shifting power relations connected to the social life of pupils moving out of childhood and into youth. My tale decentres subjectivities by pointing to how certain intersections of a gendered, ethnified and racialised un/privileged position constrains the interactions between ethnic and racial minoritised boy and ethnic and racial majoritised girls. The complex intersections of social categories make it possible to people the monster categories of school life respectively the promiscuous and the ferocious.

In connection to the analysis I discuss the difficulties in telling the story with is delicate aspects of troubling and ambivalent power relations. By drawing on different colleagues and co-researchers readings of the analysis I highlight how the researcher easily is acquired by either a category of a gender insensitive bleeding heart liberal or a category of a gender sensitive racist and I question the possibility of talking when an agenda of ethnic absolutism and gender as an ethnic marker dominate the public discourses.
ABSTRACT

INTERSECTIONALITY IN SCIENTIFIC ACTIVITIES

Cathrine Hasse, Department of Educational Psychology, The Danish University of Education,

Presented at Gender and Power in the New Europe, the 5th European Feminist Research Conference, August 20-24, 2003, Lund University, Sweden

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Performing in and through difference: Gender, age, power and disciplinary positioning in the academy.

Professor, dr.philos. Dorte Marie Søndergaard, Department of Educational Psychology
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ABSTRACT

GENDERED CONSTRUCTION OF ‘ACADEMIC CAREER’ IN CROSS-NATIONAL COMPARISON.

Agnieszka Majcher, University of Warsaw, Poland/ Westfaelische Wilhelms- Universitaet Muenster, Germany

Presented at Gedent and Power in the New Europe, the 5th European Feminist Research Conference, August 20-24, 2003 Lund University, Sweden

Gender hierarchy in academia with women’s subordination, marginalization and/or exclusion is to be found cross-nationally yet patterns of women’s participation in academia vary from country to country. In my paper I examine the cross-national differences in social construction of ‘academic career’ taking the example of Polish and German academia. I seek firstly to uncover the social profile of successful academics (e.g. in terms of social origin and family situation), their social capital and current professional position (productivity, income, work load and level of work satisfaction). Next, I reconstruct their career paths (e.g. time spans between different career steps, mobility, timing of childbearing) and finally I examine how different national contexts shape gendered construction of ‘academic career’ in both countries. Perceptions of gender discrimination in society and academia and opinions about proper gender roles are investigated as well and examined in terms of their correspondence with the actual experience of women and their social and academic profile.

My research is based mainly on the representative survey of full professors (male and female) in Poland and (West)Germany and the paper itself is a part of my dissertation project (in progress). These two countries have been chosen for comparison as they share the core principles of academic careers, institutional organization of university and higher education, and university culture, yet influence of different external factors, that in course of my research will be sorted out, resulted in different outcomes in women’s patterns of participation in academia, their academic careers paths and experiences.
ABSTRACT

WOMEN’S ROLE AND STATUS IN LITHUANIAN SCIENTIFIC COMMUNITY: do they change?

Aurelija Novelskaitė, Institute for Social Research, Lithuania

Presented at Gender and Power in the New Europe, the 5th European Feminist Research Conference
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We explore peculiarities of changing women’s status and role in Lithuanian scientific community during the last decade of XX c. and discuss the main social forces driving this phenomenon since 1990. Analysis of statistical data indicates significantly different participation patterns of female and male scientists. For example, time evolution of the number of obtained first and second scientific degrees is different and evolves on different pathways within female- and male-communities (i. e., the numbers of women obtaining first and second degree during 1990-2000 have slightly decreased and significantly increased, correspondingly; these numbers are considerably faster decreasing and slower increasing amongst men). A closer exploration of these tendencies suggests that they result from an interplay between different social factors, which arise out of macro social contexts (e. g., economical conditions), are being constructed by discourses which arise at mezo level (e. g. gender equality issues in scientific and/or academic institutions), and during the course of micro social interactions (e. g. behavioral practices with respect to law on gender equality). However, changing numbers of female scientists does not mean that women’s status in scientific community changes as well. Instead their career in science remains overwhelmingly influenced (even defined!) by largely prevailing patriarchal gender ideology. The analysis leads to conclude that the main factor which draw the phenomena during last decade was a decreasing general prestige of science in Lithuanian society, which ‘opened’ scientific community wider for female scientists.
The paper is concerned with gender differences in the academia to discuss the relationship between career advancement, “patriarchal support systems” and gender. The hypothesis that women’s under-representation at the top of the academic ladder is mainly due to the difficulties that they face to enjoy the benefits of the protégée systems, which are essential means for career progression but almost exclusively dominated by the so-called old-boy’s-networks, seems to be gaining renewed legitimacy among scholars. However, this explanation does not seem conclusive to account for the striking differences on women’s share across subject areas. If the lack of access to (male dominated) informal networks is the principal factor to explain women’s under-representation at senior levels, it should be expected a similar success rate across disciplines. But this is not the case and women’s achievements are greater in some areas than in others. With our presentation we aim to shed further light on the topic by presenting the results of our investigation on Spanish academia, which is widely questioned by its persistent avoidance of pure meritocratic criteria and long-lasting institutional endogamy. Thus, besides the examination of women’s miscellaneous segregation, the analysis of the “culture of power” and the heterogeneous advocacy towards “gender egalitarianism”, within various disciplinary sub-cultures, will be presented.
Gender equality is universally recognized to be an important factor of modern society sustainable development. The ideology of young people, especially of gifted youth, intending to be engaged in scientific research, is to be formed on the equality idea. But the statistical analysis of the questionnaire design concerning gender concept has shown that the overwhelming majority of the pupils (85%) in Ukraine have no slightest notion of gender or gender relations. At the same time it became obvious that schoolgirls are more advanced in studies and their motivation for scientific research is higher. But realization of schoolgirls intentions for getting high education and making scientific career involves difficulties. Despite the fact that girls make up majority of advanced pupils as well as majority of high school students (51%) statistical analysis reveals gender changes and gender asymmetry in further career development. There is only 14% of women among doctors of science and only 4% - among the members of the National Academy of Science of Ukraine. The manifest tendency of losses in the number of talented women engaged in scientific sphere is observed. This phenomena of "disappearance of giftedness " partially results from the distorted stereotypes regarding young women learning and cognitive capabilities. To this very day belief predominates among teachers and lecturers that "girls overcome by patience and diligence, but not by talent". The stereotype of women secondary role in science is prevailing now and this is one of the most urgent gender problems not only in Ukraine but in other countries as well. That is why NGO "Women in science" activity is directed first of all at the widespread discussion on the problem of gender limit in scientific career, gender equality idea introduction into the midst of gifted youth in order to increase gender susceptibility of present and future young generations.
ABSTRACT

FEMINISATION IS THE NEW TENDENCY IN UKRAINIAN SCIENCE

Taran N., Matyshevska O., Svyetlova N., Loseva G. NGO “Women in Science”

Presented at Gender and Power in the New Europe, The 5-th European Feminist Research Conference
August 20-24, 2003 Lund University, Sweden

Analytical and statistical study of the situation in the scientific-research sphere in Ukraine has revealed the increasing of women – scientists professional and civil activity and strengthening of feminisation tendency during the last ten years. But the detailed analysis shows that the number of women involved in science is increasing not because patriarchal consciousness is changed, androcentrism is overcame or gender equality is established. The modern tendency of the science feminisation is connected with economic conditions and demographic changes in the scientific sphere. Today Ukraine is loosing opportunities to master new scientific methods and to apply operatively new technologies. Because of the low salary in scientific institutes the prestige of the scientific work in Ukraine is lost. Under these conditions part of the men-scientists have changed their professional orientation, a great number of men-scientists have emigrated from Ukraine to the West countries. Among those who have lived scientific institutes the number of men is 2-fold higher than of women. In those fields of science where men are traditionally prevailing the global reduction of the staff took place, while in those field where women compose 50% and more the percent of the women engaged is even increased. In conditions of economic crisis when people are disintegrated the new ways of joint scientific activity are needed. It Ukraine women can play an important role in consolidation, because, as distinct from feminisation traditions in Europe, women's activity in Ukraine has social orientation and is directed on realisation of inherent maternal function - to make society more humane and to integrate the interests of all members.
Abstract

Masculinities in Organisational Cultures in Engineering. Study of Departments in Institutions of Higher Education and Perspectives for Social Change

Felizitas Sagebiel, University of Wuppertal
Department of education sciences, Germany

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The subject of the paper is on gendered structure of institutions of higher education and professional spheres in engineering and how it effects women’s careers. The basis is taken from WomEng (Creating Cultures of Success for Women engineering), an European project, starting in November 2002.

Barriers for women do not lie in women’s deficits but in the content and climate of” dominant masculinity” (Connell), which form the organisational culture of education and professional life in engineering. Interactions between gender identity, symbols and structures stabilise the equation of masculinity and engineering (Faulkner; Haraway). The project is theoretically embedded in critical feminist technology thought (Collmer, Wajcman).

Besides statistical data on gender break down of students, staff, and management, gendered division of degree choices (in institutions of higher education) and labour (in institutions of higher education and companies), semi-structured expert interviews with representatives will provide data of their perspectives about organisational necessities of studying and working conditions in engineering and chances for social change. Data from participant observations of co-operative structures and teaching styles (frontal lessons, teamwork, projects) in studying and laboratory situations in traditional engineering faculties and those with innovative degree courses will help to determine the impact of the latter. A special focus lies on single sex education models in engineering (as in Germany and non-European countries as USA).

Document analysis of internet pages, flyers, prospects, statistics, internal faculty and company papers give information about accompanying measures (integrated internships, welcome meetings, mentoring-, equal opportunity-, gender mainstreaming-, diversity-programs, life long learning possibilities).

Analysing the material allows a comparison between women friendly and traditional masculine institutional characteristics at first glance. The paper will discuss theoretical and methodological issues.
ABSTRACT

No Female Doctors; A Department of Computer Science in Finland

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I describe the (re)production of masculinity in the field of science and technology by using a case of academic life. The case is the department of computer and information sciences (CIS) in the University of Tampere, Finland. Before spring term 2002 there did not work any female doctors in CIS but there worked eleven male doctors.

In Finland, there is strong rhetoric of equality. Women choose academic studies commonly (over half of university students are women and so are 45% of doctors). Further, women choose academic career quite often, but they settle on the lowest positions; only 20% of professors are female. This is an average situation, but in the departments of science and technology gender bias is worse. A common – but defective – explanation is that there are no qualified female candidates.

As an example I deal with the situation in CIS. In the beginning of spring term 2002 there worked eleven doctors, all of them were men. Seven of them hold doctorates from CIS. Next, I turn the focus on all of those who hold doctorates from CIS. Before 2002 there have been accepted 16 PhDs in CIS: eleven male doctors and five female doctors. Seven of those eleven men worked in CIS in the beginning of 2002, four worked elsewhere. None of those the five women worked in CIS, nor did other female doctors.

Information technology (IT) has been a growth field in Finland. Also universities have found new posts in the departments that are related to IT, as in CIS, and so many new doctors have change to get a post in their own department. The timing and the expertise area of new posts are negotiation processes in which existing professors have the power. In the case of CIS, the result has strengthened the gender bias.
In my Ph.D. thesis "Sosiologian sukupuoli" (Gender in Sociology, forthcoming 2003) I argue that gender in Finnish sociology is constructed more often as a relationship than as a sexual difference. A big part of sociological texts present a kind of "genderless gender" which is the explicit gendered order, by which I mean that gender is for instance rarely - if ever - discussed. But this is just the first impression. In a closer reading the texts reveal a masculine order or gender neutrality which in some moments invites male subjects into the text body but only seldom gives space to female subjects. I am particularly interested in conceptualising gender, and I divide the conceptualisations into five categories: socio-biological, functionalist, materialist, cultural and social analysis. The latter conceptualisation refers mainly to feminist sociological knowledge and the theoretical developments done within it. I argue that the epistemic gender in the texts creates a continuum between female subjects and male subjects and thus gender is thought of as segments, not as differing positions.
ABSTRACT

A PLACE FOR WOMEN IN THE ACADEMIA: PAST AND FUTURE OF FEMINIST PEDAGOGY

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Different streams of attention focus on women in the universities: committees for equal opportunities are treating the gender sensibility of the HRM of the organization and the gender balance in recruitment, the international research community of women and gender studies has influenced the mainstream research agenda in social sciences and humanities, most universities organize women and gender studies. In this context I will analyze the premises, demands, aims and results of “feminist pedagogy”. Feminist pedagogy started in the 60s, as one of the emancipatory/revolutionary education models. I will recapitulate the characteristics of the early feminist approach in university teaching.

In a next step I will handle the following questions:
(1) are there still teachers and students how want to work within the initial model;
(2) are the present results and the previous approaches interrelated;
(3) what is the present position of feminist teachers in women and gender studies in relation to the mainstream teaching methods;
(4) how do feminist university teachers confront the aims of the next generation (feminist) students and young researchers.

The aim of this paper is the rephrase empowerment of women in the academic setting.
The gender equality problem in higher education is highly actually in most European countries today. Gender analysis showed the prevalence of men’s component in higher education. Similarly, women make up 15% of full professors in central and eastern European nations, but only about 11% in EU member states. Gender analysis in Ukrainian education basing on the leading higher education establishment – Kyiv National Taras Shevchenko University showed the same situation. The men’s component prevails if to judge on qualification characteristic. Especially it could be observed highest qualification level – doctors of sciences. 15-17% of women only has the doctor of science degree. Gender analysis of National University showed the priority or equality of women component in traditionally men's specialities like jurisprudence (52%), philosophy (66%), foreign affairs (48%) and prevalence of women Doctor of Philosophy at traditionally female departments – foreign and Ukrainian philology. It proves that the woman discrimination has the positively shifted. Situation in National University shows clearly that women of the university realising their extraordinary function in science and education became equal perspective members of our society.
ABSTRACT

SCIENCE, GENDER AND POWER: THE CASE OF SERBIA

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The paper presents the results of the survey on the position and careers of women – scientists working in physics, mathematics and other natural sciences and technology in Serbia in historical and social context. It covers the very beginning of the women's education in Serbia at the end of the 19th century, through the post-2nd world war period of proclaimed equality, the period of relative political and economical stability in the seventies and the eighties, the period of the nineties, when the country disintegrated, wars brought social and economic chaos and a great number of young highly educated people left the country, ending with the post-milosevic era of political and economic transition. The central question is whether the careers of women - scientists affected by the political and social changes more than the careers of their male colleagues, do women in academia generally act more passively in answering to the demands of the transition era or maybe, they got a new chance in the redistribution of power within the rebuild social and political milieu. A hundred of women – researchers, assistants and professors working at universities and in scientific institutes, together with a group of their male colleagues and a number of married couples working in the same or related field of science and technology was interviewed. Besides interviews, the study considers the scientific structure of the papers the interviewers have published in scientific publications, the representation of women and their work shared at scientific meetings, and their position in scientific institutions and scientific community in general. The survey also questions women's efforts in balancing family and career and their own perception of the distribution of power in their professional and family life.
ABSTRACT

Prestige in academia – a glance at the gender distribution

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A common feature of western European universities is the low representation of women in higher positions of the university hierarchy. Organisations theory and feminist literature present mainly two types of explanation to this lack of equality. The first explanation could be summed up as the individual theory and the second as the institutional theory. An example of the first type could be "the double burden" – explanation, where women’s double work as a mother/housekeeper is found incompatible with a full-time career in academia. An example of the second type could be that women need memberships in the “old boy’s network” in order to advance successfully in an academic career. Without discrediting these explanations the paper suggests a complementary explanation to women’s small number among full professors: The asymmetry in the assignation of prestige in academia. The assignation of prestige to an actor is attributed via a specific audience and a specific source. The audience consider both the actions that are reclaimed prestigious by the actor and the evaluation the source makes of this action. The actions that eventually will give a certain actor prestige are often purely quantifiable merits like publications, speeches and scientific prizes. However other actions amounts to a persons prestige, which are not up for a public scrutiny. The paper is suggesting that there is an asymmetry in the assignation of prestige, thus even if women academics have equal merits they loose out to men because of that they are assigned less prestige.

Some preliminary results of the empirical work connected to my doctoral thesis will be presented at the conference.

Key words: academically career, prestige, merit, field concept, consacral moments.
WHEN WOMEN REPLACE WORKING CLASS – A Critical Comment on the Concept of Equality in Social Democratic Higher Education Policy

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During the 1960’s and 1970’s European education systems underwent a period of enlargement and opening. This process was forced by Social Democratic governments as a measure to realise social justice and improve educational chances for the working class as well as people with a low social status. Various researchers have maintained that the basic conditions for Social Democratic parties have changed and that the process of modernisation put parties under adaptation-pressure. This may also have an impact on higher education policies realised by Social Democratic governments and on the ideas of equality expressed in these policies.

It is the concern of this paper to evaluate if and how Social Democratic higher education policy changed from the mid-1960’s to 2000. Merkel did pronounce the ability of European Social Democracy to adapt to its “environment” and he described the history of Social Democracy as “a history of continuing revision of ‘ways’ and ‘goals’”. Taking this into consideration it is reasonable to expect that Social Democratic governments did change their focus and concepts in higher education policies. By comparing the higher education policies of Social Democratic governments in Sweden and Germany I will show that this expectation is correct and how this adaptation changed the focus on equality in higher education policies.

During the 1960’s and 1970’s Social Democratic governments in Sweden and Germany followed a strategy of enlargement in their higher education policies. The main idea was that a broader supply of higher education would increase the life-chances of people from lower social classes or with a lower educational background. In the following years the numbers of higher education institutions, students and academic staff increased rapidly. Nevertheless the political goals of that time were not realised, the enlargement of the educational system did not challenge the allocation structures for working class people in higher education. In contrast to the intended result of Social Democratic enlargement policies women turned out to be the winners of this strategy, their participation rate in higher education increased since the 1970’s and the educational gender gap has been reversed. Then, during the 1980’s and 1990’s women appeared as a group of interest in Social Democratic policy documents. The gender question was integrated into the rhetoric on equality in higher education. A comparison of Social Democratic higher education policies shows that Social Democratic governments actually did adapt to changing frame conditions. The central term in policy-rhetoric remained the same during the last forty years, but the contend shifted: since the 1980’s “equality of chances” was not longer related to lower social classes but to the equality between sexes. The paper will discuss the motivation and impact of this development.
Abstract to workshop theme: Science and Technology Studies and Feminism

*Isolated Event or Work-in-process; implementing gender perspectives in engineering programs.*

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Four years ago, a one week course in gender studies was introduced as part of the altogether ten week introduction course in an engineering program at Karlstad university. The idea of implementing gender studies in this way originated from a special project which aimed to encourage young women to study engineering.

The gender studies course was performed by teachers from the gender science research center. The intention was to give the students, both male and female, a basic understanding of the implications of gender for their future profession as engineers. The students' first reactions were rejection and strong denial to the facts and theories that was presented. Those reactions were the starting point of a continuous focus on the didactics of gender studies.

2002, four years later, this course in gender studies is part of nine programs of engineering at Karlstad university. The intentions of this paper is to question to which extent this gender course has introduced a gender perspective to the engineering programs as such. Do the students find the gender perspective necessary and important for their future profession? Has the gender perspective become part of planning and teaching of other courses in the engineering programs? We know the students reactions - how much are we familiar with the teachers reactions? Is the gender study course an isolated event or has the implementation of a gender perspective become a work-in-process in the programs? The discussion will be based on theories from the field of feminist pedagogy, which are used to analyse classroom observations and the results of questionnaires to students and teachers.
The “Istituto Nazionale di Fisica Nucleare” (National Institute for Nuclear Physics) in Italy is a Government funded public research institution. With an annual budget of about 300 Million euro, INFN funds fundamental research in nuclear, subnuclear and astroparticle physics, as well as university faculty for research in the same fields. INFN employs researchers, technologists, technicians and administrative staff.

Women are about 23% of all personnel. In the scientific and technical positions women are always less than 20%. This percentage is greatly reduced in the highest research positions. The presence of women in governing bodies, or in general in positions of power in physics, is even lower. At present only one woman is member of the Executive and Directive Boards of INFN, and no women are among the Directors of National Laboratories and Sections of the Institute. Among administrative staff, despite the fact that lower level positions are mostly occupied by women, the highest levels are only occupied by men.

A public debate on this situation has started only very recently, mostly thanks to the concurrent actions at European level and internationally, to the publication of official data, and to the creation of Equal Opportunity Committees (Comitati per le Pari Opportunità, CPOs). CPOs must exist by law at Universities and public Research Institutions.

In this contribution a picture of gender situation in high energy physics in Italy will be discussed and compared with similar institutions in Europe and USA. The presented data have been collected in the years 2000-2002 and analyzed in the framework of the activity of the INFN Equal Opportunity Committee.
ABSTRACT

HUMAN POTENTIAL, CREATIVITY AND GENDER IN AUTOBIOGRAPHICAL NARRATIVES ABOUT CAREER CHOICE PROCESS

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In the modern world human potential presents itself a strategic important resource. Many countries have started special programs supporting the most gifted human beings. Gender side of these programs is not always clearly revealed. Would we have to manage the support for gifted children depending on the ability level only, or to take into consideration the degree of their social disadaptation depending on the gender stereotypes? A question on evolution of individual differences, on reasons for their appearance in the evolution of society, in Russia only in the most recent times begins to be studied. One of the most recognized theories of gender differences in creativity is the theory defined by V. Gheodhakyan. His theory shows a greater scale of intelligence of men, than women, with the broader rate of male reactions on one and the same factor. The childhood of gifted children enriched by multiple scientific myths. Particularly robust, in spite of convincing contrary empirical data, are myths about the non-social disadaptivity of gifted people, which are increasing from the early age till the senior age of person. Society's reactions on the gifted people are particularly inconsistent and ambivalence in respect of the talented young girls: parents often prevent a development of their mathematical, technical or even linguistic abilities, more calm referring to the education of some other gifts: dance, artistic athletics, painting etc. Opinions about girls humility are connected with presence the "male" talent in the female personality. They quite often are maintained even by parents with high educational quality. Assistance or reluctance toward a development of creative child does not always produce the provided result, moreover the efficiency of such assistance or reluctance depends on many factors of individual and social levels. Amongst them the factors of sex and gender play an important role. Overweening assistance, for instance, can lead to the humiliation of boy's initiativeness, but reluctance, to the opposite, can promote his better qualities? development. However, individual reactions of child on these influences will not be able to forecast via nobody, and the gender factor does not play main role in this process of choice. Gender questions are intensified or weakened by this or that child presentations of his/her possible future corresponding or irrelevant toward gender stereotypes. Many reactions, actions and sufferings of child become more comprehensible in the context of beliefs about the future life (time prospect). Usually a temporary prospect is considered belonging to adolescent and early juvenile age. However it is possible to speak about elements of time prospect in the preschool childhood already. If for the majority of teenagers a work on shaping an own prospect waking is executed once in a while and not systematically, the gifted children quite often else before the school define their own life-plans, intentions, and are conceived on that, whom and what he wants to become in future. In the number of the most important predictors of creativity
there is a presence of child own career choice process, supported as by its self-consciousness, so
and by the real situation, coordinated with its vision of his/her own gender oriented "I/me". We
initiated, collected and researched 348 autobiographies of female postgraduate students of three
universities in different regions of Russia which had chosen scientific activity after university.
Over 60% girls already in younger classes presented itself in one or another profession. High
degree of their independence was as a subject of pride of their parents and other close relatives,
so and a source of conflicts with them. Early success in one or another area does make this field
of activity more differentiated, bright, attractive in the eyes of a girl. Analysis of recollections of
the female students, chosen scientific career, has shown that in the structure of their destiny is
always present an approval and encouragement of at least by one adult of the chosen by them
occupations in their infant of young schoolgirl ages. Such approval or encouragement impelled
their intends to enclose else greater efforts and to obtain else greater successes. Human
potential and its realization in available conditions were maintain each other, forming a sort of
self-developing and self-managing anthropological system. Fates of gifted boys shows that for
them to the contrary with girls it is more characteristic to taste different areas, not only in that,
where they had got an encouragement on the part of adults. According to theories of the optimum
of intelligence, an increasing of mentality till the determined optimum level promotes a raising
of an adaptation, however after the excess of this level (valued usually in 125 - 155 IQ) the
further increasing of mentality brings about a breaking of the contacts with other people and an
increasing of the problems with social adaptivity. However, in our study of gifted girls we saw
that they are not less adaptive, than their less gifted peers. Besides in spite of more high at the
average level of abilities toward social adaptation, gifted girls are not to a lesser extent, than
gifted boys, need for the care from the adult world. So, we can consider a development of human
potential as the process, under which a wealth of mental experience is defined and determined by
the both an individual potential basement and possibilities to realization, provided to by the
ambience. In principal it is important that person itself or under the influence of its surrounding
can to a considerable extent control of development of its own abilities, directing her/his own
potential in one or another sphere. Tasks of co-ordination and "investing" resources in most
cases are easier fulfilled by young women, than by men with the equal mentality and creativity.
ABSTRACT

GENDERED ACADEMIC CULTURE IN MEDICINE

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This paper seeks to elaborate on the dynamics of hidden gender discrimination in a seemingly gender neutral area of academic medicine; namely in the process of merit evaluation. A starting point of this study is the study published in Nature (1997) of the state funded Swedish Medical Research Council’s (MRC) evaluation procedures of the postdoctoral fellowship applications. In record time there were adopted changes in the council’s practices, and today there are no apparent differences between male and female applicants in terms of acceptance rates.

This change presents an interesting and valuable source of information, not least due to the uniqueness of this case. Eight female professors in different medical fields with experience in the work of the MRC were interviewed on the notion of gender equality involving their work as evaluators and the change of practices. Their thoughts and views are discussed and analyzed in the light of the two concepts consensual and disensual academic cultures, developed by Dorte Marie Søndergaard.

Characteristic of a consensus academic culture is, among other things, a view of the merit evaluation as a per se gender neutral procedure. The disensual academic culture, on the other hand, does not exclude the possibility of gender bias in this process. Instead, the system of peer-review is seen as a process where “no absolute truths” can be found.

One key point of the paper is that among the professors involved with the change of practices, the characteristics of the disensual academic culture were manifested to a great extent. The presence of a disensual academic culture thus seems to have had a positive impact in the process of change towards a more gender integrated field of academic medicine in the case of the Swedish Medical Research Council.