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# Women in Academia

- a Nordic perspective

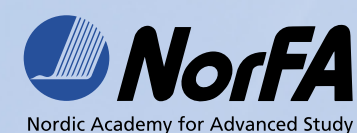
*Proceedings from the conference in Oslo 7th-9th May 2001*



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## NorFA

*The Nordic Academy for Advanced Study is an institution within the Nordic council of Ministers. Our role is to strengthen the quality and competitiveness of research training in the Nordic countries through Nordic collaboration.*

*We provide opportunities for exchange of ideas and human resources, and seek to stimulate new development and ideas in research training. NorFA creates synergies between the national systems and players in Nordic research training. NorFA is a platform for analysis and dialogue for Nordic research training and research co-operation.*

*We provide a platform for Nordic and international exchange for researchers and research students, emphasising mobility and networking. NorFA promotes the common use of human and material resources of the research training environments in the Nordic countries and their adjacent areas.*

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Photographs: Sverre Jarild

**Editor**  
***Marika Muhonen Nilsen***

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# Preface

It is a pleasure for me on behalf of the Nordic Academy for Advanced Study, NorFA, to present the proceedings from our conference Women in Academia, held in Oslo in May 2001.

For NorFA, the conference marks one of the first steps into a new regime of activities as part of a new strategy. The new strategy especially emphasises NorFA's role as an Academy, promoting the development of research training and research in the Nordic countries for increased international competitiveness by cross-border cooperation in a knowledge based society. This will be done through innovative initiatives and analysis and by creating platforms and fora for the exchange of ideas with the involvement of national, Nordic and international actors concerned. This in addition to granting support to research training activities and initiatives from the research environments.

We are happy to have been able to address the important gender aspect of equal opportunity and the advancement of women in academia. We consider this to be a one step of many to follow to promote the issue. We would also like to take on the challenge in the words spoken by many at the conference, noting the relatively low attendance by men, that this is an important issue for both men and women and the development should be towards goals and solutions equally acceptable and relevant for both sexes.

The conference was arranged as a part of the Women and Science programme of the European Union and the support from and engagement of the European Commission is gratefully acknowledged. My sincere thanks to all involved in preparing for and running the conference, especially to the reference group responsible for the conference programme for their excellent work. The group included representatives from all the Nordic countries, all of them involved in the European Union's "Helsinki Group". Thanks also to conference participant, Anja C. Andersen, Post. doc., whose views on the conference are found in the proceedings. Finally I would like to express my gratitude to all the speakers for sharing their interesting and inspiring thoughts with special thanks to Vigdís Finnbogadóttir, president of Iceland 1980-1996, who by her opening speech, presence and active involvement in the debate gave the conference an added dimension and value.

Oslo, 01.03.2002

*Hans Kr. Guðmundsson*  
Rector, NorFA

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# Introduction by the Nordic reference group



Women researchers are grossly under-represented in many scientific fields and in higher university positions in the Nordic countries. This vertical and horizontal segregation affects NorFA's work. Chair of NorFA's board Mirja Saari stated in her opening speech that out of 36 NorFA visiting professors

only four are women (2000-2001). The international conference *Women in Academia* was devised to explore ways of strengthening the role of women in research. The main objective of the conference was to create a common forum for researchers, policymakers, civil servants and administrators to evaluate, discuss and develop strategies for working equality in Academia. In this respect the conference highlighted solution-oriented approaches to recruiting and retaining women researchers in higher positions, and discussed possibilities of mainstreaming as a long-term strategy in integrating gender equality into policies and practices.

The work initiated by the European Commission, Research DG and *The Women and Science Unit* was important for the decision to arrange a Nordic conference. Their leading role in developing comparable data as well as European indicators to assess the situation is important and was presented at the conference by Brigitte Degen. The vital issue of mainstreaming gender equality in promoting excellence has been brought into the limelight with the ETAN (European Technology Assessment Network) report.<sup>1</sup> The proceedings from NorFA's conference can be considered a regional contribution to the current discussion on policies and indicators in the European member states and associated states.

The Nordic reference group<sup>2</sup> for the conference

considers it important to continue the struggle for gender equality in Academia on all strategy levels. The work on laws and regulations and on positive action must continue, even if the chosen focus for the conference was the level of mainstreaming. Work done at this level indicates that vital dimensions must be added to the knowledge base established for working at the two other levels. Research on gender equality in the Nordic countries has to a great extent focused on identifying barriers, flaws, and/or on understanding the deep and penetrating impact of male-dominance. A lot of good work has been carried out bringing up suggestions for positive action measures to correct the flaws and overcome the barriers. Confronted with the very intriguing concept of mainstreaming, there is a need to look for new approaches. In order to develop the knowledge base, we ought to question received conceptions of research, of policy and of politics as well as discuss and develop new figurations of these rather basic concepts. NorFA recognised that a forum should be created in the Nordic countries to gather researchers, policymakers and administrators to evaluate, discuss and develop strategies for mainstreaming equality in Academia. The conference aimed to be a first step in this direction.

An important task in policymaking at the level of mainstreaming should be facilitating and fostering new figures, stories and meanings. When invited to the table to integrate our concerns, we ought to be able to discuss and suggest in fairly great detail what kind of research systems we want to be equal to. In order to mobilise for, develop and later also evaluate strategies at the level of mainstreaming we need to focus more strongly on where we are headed. It is still necessary, but not enough, to represent the problems and point to what we want freedom *from*.

<sup>1</sup> European Commission: Promoting excellence through mainstreaming gender equality, a Report from the ETAN Expert Working Group on Women and Science, 2000.

<sup>2</sup> The Nordic reference group consists of the Nordic representatives of the Civil servants group (Helsinki group) established by the European Commission, DG Research, Women & Science Unit.

To illustrate this shift further, we refer again to the ETAN report and its listing of principles of mainstreaming. Principle number 5, *visioning*, is explained as gendering apparent gender-neutral procedures and practices: "It involves recognising the ways in which our current systems and structures, policies and programmes, in effect, discriminate" (page 67). Our Nordic experiments suggest that we need to extend this principle to include visioning *future solutions* as well as patterns of past and present gender segregation and discrimination. In this respect much can be achieved by initiating processes figuring out "small wins," reference made to an approach developed at the Center for Gender in Organizations at Simmons Graduate School of Management in Boston.

In her speech at the conference Joyce Fletcher explained that the "small wins" strategy for equality implies a change in the work culture based on ongoing processes of inquiry, experimentation and learning. It was clearly stated that this process is not a one-time-fix. The approach to change lies in the emergent, localised process of incremental change in work practices and norms. It aims to expose subtle gender biases, change organisational culture, spur continuous learning and hence enhance the effectiveness of men, women and the organisation. Small wins strategy recognises that gender inequities are not about individual women and men. It confronts practices and norms that appear natural and neutral, and broadens the ownership of equality by inviting co-visioning of "small wins" to achieve greater equity and effectiveness.

Building ownership is, of course, a central tool of mainstreaming. The knowledge base for mainstreaming must include competencies for opening up in order to let new voices and alternatives flourish. Readymade solutions must be banned. A constructivist approach to research and policymaking as developed by Carol Bacchi in her keynote speech at the conference, is worth consulting when negotiating to make an impact. Inviting discussions of what the problem of inequality is represented to be encourages more reciprocal dialogues between researchers, policymakers and administrators that can foster ownership and provide fertile ground for debating alternative strategies for change. As Karin Kjær Madsen demonstrated in her contribution, such an approach also places demands on developing indicators that fit the way the problem is being represented. She encouraged a deeper debate of which strategies ought to be followed, and which sort of indicators could support the strategies. In her summary of workshop one Barbara Hartung underlined that the statistics we have need to be analysed in respect to the problems and assumptions they represent. It is also a challenge to develop relevant indicators to be able to monitor possible changes so that the statistics is in the process of constantly changing itself and the presentation of reality.

Focusing on problems is still central but needs to be balanced by more solution-oriented approaches when mainstreaming is on the agenda. It is still important, but not enough, to go on pointing out what we want

freedom from or what "lives we may not wish to lead" as Carol Lee Bacchi put it. In mobilising for structural and cultural transformations we also need to ask what kind of academia do we want to be equal to? Input to such discussions was developed on the second day of the conference by Gro Johnsrud Langslet and Liselotte Lyngsø. It must be underlined that this shift of focus from problem to solution is not an either/or. There is close kinship between problems and solutions. Behind every problem representation there is a frustrated dream waiting to be explicated and discussed as a solution, as Gro Johnsrud Langslet pointed out in her lecture.

When considering what we want to be equal to, we are also invited to consider many other big questions, besides horizontal and vertical gender segregation, confronting and troubling our research systems at present. What will a mainstreamed institution look like? What will it mean to work in a mainstreamed institution? Making sense of equality issues to a broader constituency is helped by representing them as integral to other burning questions. One of the more pressing questions at present concern leadership in knowledge organisations. In her presentation Lena Trojer discussed how the leadership role at our universities is changing and must be changed due to significant transformation of the prerequisites for the universities. The understanding of the university as a public service with a traditional, autonomous structure is altering in favour of seeing the university more as a public investment for the development of the region and the society as a whole. We find intertwined connections between university, industry and society. Additional competencies for academic leadership compared to traditional ones are increasingly emphasised in national as well as EU contexts. Trojer shared the experiences of a successful project at the Technical University of Luleå in Sweden, a Graduate School for Women, where the main theme was *leadership qualifications within research organisations*. The school was seen as a transformation project not only for the female PhD students, but also for the whole organisation. The suggestion is, according to Trojer, that we should turn towards the existing system itself and emphasise that it can be reinvented by altering the raw materials of organising and of knowledge production.

Vigdís Finnbogadóttir's (president of Iceland from 1980 to 1996) participation at the conference was a great inspiration to everyone. She reminded us in her opening speech that women's participation in science not only benefits women themselves, but also science as well as the community as a whole. She also stated that education has been the key to the social advances of women in the West during these last decades, and therefore education is a necessity for equality in the developing countries. In the Nordic countries women are gaining territory in disciplines traditionally dominated by men however, they are still under-represented in the increasingly important field of technology.

Mirja Saari underlined in her welcome speech on behalf of NorFA the need for a plan and a program for increasing the proportion of women who receive

NorFA funding. She also expressed the hope that the conference would provide many ideas on how to proceed. The conference came up with many interesting ideas for change indeed. We are looking forward to NorFA's continued efforts and want to thank NorFA for the opportunity to take part in this important and inspiring event.

**The Nordic reference group:**

Merete Reuss  
Karin Kjær Madsen  
Hannele Kurki  
Hellen Gunnarsdóttir  
Elisabeth Gulbrandsen  
Susanne Moberg  
Hedvig Buene

# Welcome speech by Mirja Saari

## NorFA's Chair of Board

**President Vigdis,  
Dear friends,**

On behalf of NorFA, the Nordic Academy for Advanced Study, it is a great pleasure for me to wish you cordially welcome to the conference *Women in Academia – a Nordic Perspective*. It is a conference organised in the year of NorFA's 10th anniversary, and through the choice of the theme NorFA wants to highlight a central issue in the research policy in the Nordic countries, the *gender equality*. But let me state right at the beginning: we are aware of problems concerning equality in other fields, too. Separate conferences should be organised for discussing ethnic equality as well as the equality of people with different kinds of sexual preferences and different kinds of handicap.

The aim of this conference is to review the Nordic experiences on actions for gender equality in academic research and research training. In this respect much has been achieved, and we would like to inform the European arena about our results. But very much should still be done, and so one of the aims of the conference is to create a common forum for researchers, policy makers and administrators to develop strategies for equality within the academic research. What are the possibilities of recruiting and retaining women researchers in higher positions? And what are the strategies for integrating gender equality into policies and practices?

The target groups of the conference are on the one hand researchers, both young and established, and on the other hand policy makers and administrators in the Nordic countries, in the EU states and associated countries. Also representatives from the Baltic countries and North-Western Russia attend this conference. All of you are of great importance for the conference with your special knowledge and experience in the field. The researchers can provide us with results from the field, and the administrators and policy makers with facts that make comparisons between the countries possible.

As an institution for Nordic collaboration NorFA is a natural scene for a conference like this. It is an

institution within the organisation of the Nordic Council of Ministers, and it was created in 1991 to promote research training in the Nordic countries. The specific aim was to increase the mobility of graduate students and young researchers. Separated from each other the Nordic countries are very small units, which cannot offer facilities for research in all the scientific fields. So the idea of creating NorFA was to get a common university for all the Nordic countries by offering possibilities for mobility between the existing national universities. Today, NorFA is not only a funding organisation for this mobility, but also a competence and information centre for the access to activities in the other Nordic countries. It also has the aim to function as a common forum for the scholars in their contacts with researchers outside the Nordic countries. NorFA wants to play an active role in the Nordic research policy by initiating proposals and administrating research programs.

Since mobility is the central issue in NorFA's policy, the funding by NorFA doesn't include salaries of research trainees. It is a national responsibility to provide the researchers with basic scholarships. The mission of NorFA is to give young people the possibility to get in contact with people working on similar kinds of problems they themselves are working on and to give them the opportunity to stay some months at an other Nordic university. NorFA is convinced that activities like this will strengthen the quality of their research and improve their motivation.

The two main forms of the NorFA activities are research training courses and networks for research and research training. NorFA has adopted a bottom-up policy, which means that the proposals for the themes and how the projects are carried out come from the researchers themselves. Yearly some 40 research training courses are held; this year 35 of them are held in the Nordic countries, 3 in the Baltic coun-



tries and 2 in North-Western Russia. The total budget of the courses is about NOK 12 million. The research training courses used to be the flagship of NorFA. They also represent the activity form on which NorFA was built when it started 10 years ago.

Today the networks are another form of activity in which we believe within NorFA. The number of networks is 51 this year and their total budget NOK 13 million. The networks run over 4 or 5 years and can be created in all scientific fields, although priority is given to new and interdisciplinary approaches. Quite a few of the 51 networks running this year include partners from the Baltic states or North-Western Russia. The network organisers are also encouraged to include partners from other parts of Europe in their groups.

The other forms of NorFA activities are individual course scholarships and mobility scholarships, planning meetings, visiting professorship and post-doc fellowships. All of these can be included in network activities in a natural way, but they are also open for individual applications.

What has then been NorFA's role in promoting gender equality on the Nordic research forum? Not too active, I am afraid. Since the policy has been a bottom-up one, NorFA mainly has reacted to applications from the field. Our statistics show that the distribution between male and female applications has been the traditional one: only a third (1/3) of the applications have come from female researchers. However, during the past five years you can see a slight increase in this proportion, from 28 % to 33 %. Concerning the receivers of research funds, the corresponding increase is from 25 % to 32 %. These percentages are more or less the same as the numbers of the applicants and receivers of research funds from the Academy of Finland during the same time. On the other hand you should notice that these numbers don't tell the amount of female researchers within the NorFA activities. They only tell the distribution of the applicants or the responsible project leaders or co-ordinators. Every activity includes people from at least 3 Nordic countries, which means a great number of researchers within each activity. All together around 7000 persons were involved in different kinds of NorFA activities last year.

When looking at the gender distribution among the different activities within NorFA you can see the same trend as within the universities: the top positions are occupied by men. This is most clearly manifested in the distribution of the NorFA visiting professorships. Out of the 36 active visiting professors today, only 4 are women. This means 11 %. In the year 2001 NorFA has received 25 new applications and only 3 of them are for female professors, which is 12 %. Of course, the distribution has to be related to the percentage of female professors in our countries, but I would like to point out that you don't have to be appointed professor in order to get a NorFA visiting professorship. You only have to be qualified for it.

On the other hand, the distribution of NorFA mobility scholarships is equal between men and women: two years ago 51 % of the receivers were women and 49 % men. So within activities on a less prestigious level the representation of women is normal.

A new form of funding was created last year, the post-doc fellowship. The information came very late and NorFA only got 9 applications. The receivers of the fellowships were 3 women and 2 men. This sounds good, but a year later, in 2001, as the information of post-doc fellowships had reached larger groups of young researchers, you could see the traditional trend again: out of the 29 applications only 6 came from women, which means 20 %.

The bottom-up policy in research funding has been discussed within NorFA and in fact a survey was made some years ago among the researchers. We asked the question whether NorFA should be more active in creating research programs and themes, which means a top-down policy. The common answer from the field was that the bottom-up policy was preferred. However, last year the Nordic Council of Ministers, actually by an initiative of FPR (Council of research policy), decided to launch 3 five-year research programmes. The administration of them was delegated to NorFA, so during the next five years NorFA in fact is actively directing some research, since researchers are invited to apply for funding for a specific purpose. The themes of the programs are (1) Gender and violence in the Nordic countries, (2) Nordic language technology and (3) Western Nordic Oceanic climate.

Within NorFA we are happy that one of the themes can further the discussion of gender equality. But it is obvious that we need a plan and a program for increasing the proportion of women as receivers of NorFA funding. We also need more applications from women, so the question is why there are so few of them? Are they underrepresented in specific fields like in natural and technical sciences or are they also less within the humanities and social sciences? And what about their participation in the different kinds of NorFA activities? I also think we have to find a way to encourage women to apply for funding. I'm sure this conference will provide us with many ideas how to proceed in this respect.

This conference has been prepared by an organising committee with Merete Reuss as chair. Within NorFA the central person has been Hedvig Buene. I would like to thank you all for a very good preparation of the conference. And all the participants I wish two interesting and challenging days, good discussions and lots of new friends. Once again, welcome to this conference!

# Opening speech by Vigdís Finnbogadóttir

**Chair of COMEST (World Commission on the Ethics of Scientific Knowledge and Technology), UNESCO  
President of Iceland 1980-1996**

## Chair, distinguished guests,

It is a privilege and a pleasure for me to be with you here today and to have the opportunity once again to discuss an issue that for me is of paramount importance. Gender mainstreaming involves redressing the balance and bringing women actively into the many fields of society where they are still under-represented.

Yes, here we are in the new century in one of the Nordic countries, which are widely seen as a model of gender equality, discussing discrimination and under-representation in what is perhaps the most important of all sections of society for the future, namely academia. In your deliberations later at this conference you will naturally focus on the details and practicalities of involving women more closely in research appointments, but I would like to offer a few general observations and perspectives on the question of making women more visible in important positions in society.

Whenever I address a conference such as this I always think back to an incident at a meeting in Strasbourg in 1995, to prepare the Council of Europe's proposals for the United Nations Global Women's Conference in Beijing. The European parliament was supposed to send a message and I had been asked, as a non-political representative, to act as its general rapporteur. Just as here, women were in the overwhelming majority at that meeting, there was only the occasional male face in the audience and on the podium were several women in positions of leadership: Mona Salin, who was then a candidate for the Swedish premiership; Gro Harlem Brundtland, the Prime Minister of Norway; Mary Robinson, the President of Ireland and myself, in my final term as President of Iceland. When the discussions were about to begin, a woman with a strong Italian accent suddenly called out from the back of the hall: "I want to know how you've managed all this. Getting so far in public office – is the women's movement so strong in Northern Europe that you can actually get positions of influence?"

Obviously we couldn't really give any answer

there, but when we discussed it afterwards, what struck us most was the fact that she seemed to think we were primarily representatives of women, elected solely by women and perhaps in defiance of men. For we must never forget in our discussions of gender issues that we represent the community – in the present case, the academic community.

Establishing equality will naturally benefit women, but we should also be motivated by the ideal that the whole community will gain as well. Our advancement will serve the common good.

Two years after the Global Women's Conference in Beijing, the Inter-Parliamentary Union met in New Delhi to discuss the theme "Towards Partnership between Men and Women in Politics." Each democratic country was invited to send three representatives, specifically two males and one female. It was striking how eager the men there were for women to share in their roles of leadership and authority. The flaw would seem to lie less in some kind of biologically driven conspiracy and more in the fabric of society itself, the stereotyping and expectations which are made just as much towards men as towards women.

Of course, a lot of things has changed since these important conferences were held, and during the last two decades of the last century women's attitudes have changed in general, and particularly with respect to education – perhaps nowhere more so than here in the Nordic countries. In my view, education has been the key to these social advances, and it will remain the key both for the technology-driven societies of the west and for establishing a basic foundation on which equality can begin to be built in less developed countries.

Here in the Nordic countries, women have been increasingly establishing themselves in disciplines which once had been the sole territory of men, including not only business and politics but also certain branches of the sciences such as medicine and engin-



eering. On both the economic and political fronts, women have a stronger profile than before, and although there is still a heavy numerical bias in favour of men, the ice has been broken, so to speak.

These days, we hardly ever hear the old claims that “women aren’t suited for that kind of job.” And certainly never where intellectual accomplishments are involved. One reason has been that men have discovered that it is just as easy to work with women as with other men, and essentially makes no difference either way. Another reason is that in the university community, at student level, women have clearly shown men that they are perfectly capable of achieving as much, and sometimes more because they feel particularly strongly motivated to prove themselves.

However, one predominately male bastion remains within academia, namely science and technology. Perhaps it is not right to describe it as a bastion, which means a stronghold or fortress and therefore implies that men are defending this territory from a female invasion. The fact is that fewer women seem eager to enter these fields of study, presumably due to social conditioning more than deliberate barriers. In our increasingly future-orientated and knowledge-based world, it is precisely in these technological fields where the future is being created today.

Although we will later hear details about the number of female students at university level, we do know they are in a majority in many disciplines. There is an imbalance, however, since they are concentrated in the so-called “soft subjects,” the humanities and social sciences, and in Iceland in fact they are also approaching 50% in medicine, law, management and business – what we could call the “traditional professions.” But in the sciences and technology, the pioneering subjects, the world of tomorrow, females are still very much in the minority.

Why is this? Is it because society still expects initiative to come from men, or to put it in another way, still gives men more chance to put initiative into practice? Or do young women lack the confidence to enter these forward-orientated fields of study, where the ground is still not firm and secure under foot? Has society conditioned us all into believing that technology is a man’s world, something that women cannot understand or relate to?

Computing, in particular, seems to be an area that female students are reluctant to enter. Professors in Iceland have told me that female students seem to fear two things. Firstly, mathematics, where there has been a kind of implicit propaganda campaign that this is an unsuitable topic for the female mind, which is of course nonsense – where does this idea come from anyway, in the year 2001? Secondly, the failure rate, which is fairly high during the first year and deters female students, many of whom are unduly sensitive about taking on a challenge and failing at the first attempt. Where does this attitude come from? After all, it is perseverance which has brought us here today, the willingness to accept challenges, setbacks and defeats until we finally succeed.

Although my own background is in the humanities, I am actually involved in a global project for the United Nations, which aims to have a decisive impact on the direction that science will take in the future. As chair of the World Commission on Ethics in Scientific Knowledge and Technology I work closely with people from a wide range of the sciences, and am naturally disappointed at the low level of female participation in this work, which bridges scientific research and political policy-making.

The World Commission on Ethics in Scientific Knowledge and Technology has eighteen members and we meet once a year. We address ethical considerations in four main branches of science which are nonetheless important elements of our everyday, practical lives too: fresh water, energy, information technology and outer space. Sub-commissions are constantly at work in each field, where experts conduct research and produce reports on which we base our ethical discussions. In fresh water research, there are very few female specialists. Likewise in energy. I am delighted to report here that the chair of the information technology sub-commission is a woman, but this is offset by the fact that on the sub-commission on outer space, there is no female specialist at all. I am tempted to ask: “Where are we, girls?!”

What makes female involvement in this work particularly vital is its ethical character. Women constitute half of the world’s population and often have different perspectives on many issues from those of men. Without mystifying the female character at all, we can point to opinion polls, which often reveal that women are more concerned than men about the environment and the health and education sectors. Women’s voices need to be heard at the level where science and ethics overlap, and naturally the best way to achieve this is with greater female representation in the sciences.

Women therefore clearly have a mission in sciences today, and not just for their own professional sake, but for the sake of science itself, and for the sake of the community. It is vital for humanists to have allies in the sciences, because science today involves humanity, involves us all. Science is not something neutral, as is sometimes claimed; rather, it is loaded with values – women must be involved in deciding what questions are asked, what is studied, what answers are given.

This, then, is a context that I suggest you could bear in mind when deliberating how to increase female participation in research. What is the purpose of putting more women into research posts and positions of influence? Is it to have power and responsibility for power’s sake, are we really only concerned about careers and material advancement? Or is it because through influence we can strive to create a better world, which is the ultimate goal of science and knowledge?

The English philosopher Francis Bacon was one of the founders of modern scientific thought, establishing the principle of inductive reasoning whereby we

draw general conclusions from the particular. Yet he was also a visionary and a utopian, and his aim was the furtherance of humankind, knowledge in the service of a better world, by understanding the principles on which the world is based. The frequent representation of science as a heartless discipline, a kind of all-consuming Hollywood monster at the mercy of evil professors, is not inherent in science itself, which is ultimately creative in nature. Women should become more active in the sciences in order to keep their own humanist values alive within science, and need not fear being forced to abandon their values if they enter this “man’s world.” You will presumably consider ways that this can be incorporated into the educational system for pupils at an early age, which is ultimately where all reform to the core of society takes place: teaching girls and boys that science is something for them all, without discrimination.

Finally, let us remember that gender awareness itself – or should I perhaps say, awareness of the fact that gender should not make any difference at all – is

rooted in education. This means that the situation does not change overnight, but when it does begin to alter the process can often be very rapid, and the results could even be taken for granted within the space of a generation. Take European politics as an example. Today, 35% of members of parliament in Iceland are women, and 50% of government ministers in the Scandinavian countries are women. When I was elected President of Iceland in 1980, there was no woman minister in the government, and only 3 female MPs out of 60 then. The impetus there has come from the women themselves who insisted on taking part, and also from the men and women who see us not as rivals and adversaries but as partners and colleagues in making a better world for us all and for generations to come.

Ladies and Gentlemen, I wish you every success in your important deliberations and look forward to an interesting, productive and challenging conference here.

# Keynote speech by Carol Lee Bacchi

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## Achieving equality for women in academia: Finding a way through the 'equity' maze



We live in a world of changing agendas and shifting discourses around the issue of equality for women. In fact, two of the words used in that first sentence have themselves become suspect, 'women' and 'equality'. And yet we are encouraged to believe that we inhabit a 'new "gender regime"' (Davies and Holloway, 1995: 7) where these issues are always already addressed. What are we to

make of this? Are we simply bitter old hags who don't know when we have got it 'good'? Have we lost our way along the path to a more equal future?

I want to pursue this topic by examining some of the changes in language and accompanying strategies which have taken place and to suggest where they lead. These include from equality to equity; from women to gender; from women to diversity; from equal opportunity/affirmative action to mainstreaming. The map I wish to offer to lead us through these minefields is an approach I developed in a recent book (Bacchi, 1999a), an approach I call *What's the Problem (represented to be)?* I will outline the approach below.

Basically, my argument is that language is slippery. Words can mean different things in different contexts. Theoretically, this can be described as the contested nature of concepts (see Bacchi, 1999b). If this is so, we need some other way of evaluating our programs for change. I am offering a *What's the Problem (represented to be)?* approach as one tool of analysis.

A key point to keep in mind while using this approach is that we cannot always secure in a straightforward manner that which we would like to achieve. Feminist policy activists are vitally aware of the need to shape their agendas to capitalize on existing dominant frameworks. The most obvious here has been shaping the women's agenda to make it fit market realism – arguing that women are a resource that should not be wasted. Feminists have already spent some time reflecting on the benefits and costs

of adapting their demands to this program (see for example Razavi and Miller, 1995: pp. iv-v). The point is that we do not live in a discourse-free world. Rather we have to work within and through existing discourses. But how do we know when we have given away more than we wanted to? How can we interrogate proposals to weigh up their strengths and their dangers? I hope that *What's the Problem?* provides a tool to assist with this task.

### What's the Problem (represented to be)?

At its most basic, the insight is commonsensical – how we perceive or think about something will affect what we think ought to be done about it.

The flip-side of this, and the guiding premise of a *What's the Problem?* approach is that every policy proposal contains within it an explicit or implicit diagnosis of the 'problem', which I call its 'problem representation'?

Here is a very practical example. A gymnasium decides to put water-timers on taps to cut down on water bills. It is clear from this decision/policy, that the administration has deduced or concluded that overuse is due to consumer behaviour rather than to leaky pipes (or they would have hired a plumber to check the pipes). The gymnasium administration has also imposed its view of what overuse means.

Similarly, every policy proposal has housed within it presuppositions about the nature and cause of the 'problem' it *presents itself* as addressing. Key words here are 'presents itself' because the argument in my book is that this position is misleading because, in effect, the problem takes shape *within* the proposal. It does not stand outside it.

And yet governments are often at pains to convince the public that this is not the case, that indeed there is a readily identifiable 'problem' and they are 'responding' to it. By contrast, the position developed in a *What's the Problem?* approach to policy is that policy proposals *constitute* problems in particular ways. And it follows, an attempt to assess any policy must start by attending to the problem represen-

tation/s it contains. If these are askew, it is predictable that little will change. Hence, I suggest that a key question to ask of any policy proposal is – what is the problem represented to be, or constituted to be, *within* this proposal?

As a procedure, then, I suggest *starting with the policy and working backwards*. Start with what it recommends and see how this reveals what it assumes needs to change – this is what it represents as the problem. This is only the beginning of the exercise, however. We have to interrogate the proposal to see the underlying presuppositions which ground this representation of the problem. We have to uncover what is considered to be unchallengeable and unchangeable in this proposal. We have to consider what will follow from this representation/understanding of the problem. We have to consider who is identified as the target of change and with what effects for that group. We have to consider other possible problem representations and the kinds of proposals these would generate.

These would be our 'solutions' but I am wary of using the term given its embeddedness in a kind of thinking which assumes that 'problems' are self-evident. Rather I emphasize the usefulness of a debate around problem representations. The goal is a close analysis of items which make the political agenda (and hence result in policies) to see how the construction or representation of those issues limits what is talked about as possible or desirable, or as impossible or undesirable.

In *Women, Policy and Politics*, (1999a) I insist that feminists need to apply this approach to their own proposals for change. Indeed, this should be inevitable since a large number of the proposals and policies we will examine today have at some level feminist proponents. Still, it is important to remember this because asking how *we* understand or represent a problem can provide fertile ground for debating alternative strategies for change.

### From equality to equity

In 1999 I attended a session at the Women's Worlds Conference in Tromsø, Norway where feminists engaged in quite heated debate about whether or not 'equity' was preferable as a term to 'equality' as a way of articulating feminist demands. Some voices from Europe spoke approvingly of how it reduced backlash (we will hear this motivation for changing language and accompanying approaches often today). Women from Australia, including myself, were less sure. The language of equity has become the dominant way of speaking about social change there, a language which appears in the units in Universities set up to deal with marginalized groups (these have become 'Access and Equity Units' or 'Equity and Diversity Units' – more on diversity shortly), and a language which flows as easily from the mouth of our conservative Prime Minister, John Howard. The shifting nomenclature of units formerly called 'equal

opportunity units' provides a useful way to map changes in thinking around women and inequality in Australia and perhaps elsewhere.

In 1981 Carole Pateman (1981) expressed concern about the limits of an equity agenda. She argued that equity was a less radical term than equality. She saw the word equity as a synonym for equal opportunity and, as a good socialist, wanted to counter this with the more substantive meaning of equality as equal results. In her critique of equity, Pateman was signalling the disquiet of a number of feminists with an equal opportunity agenda. In her view equal opportunity provided little chance to challenge the nature of the system into which women were to be integrated. Equal opportunity meant only reducing the barriers to *access*. In her view, the problem for women was not access, but what they were gaining access to.

Almost a decade and a half later another important Australian feminist theorist, Clare Burton (1995), made a case for reclaiming the language of equity. Her reasoning proceeded thus. Equal opportunity had failed women because it assumed a model of equal treatment. That is, the language of equal opportunity bought into a model which said that all that people needed to become equal was to be treated the same. This is the model of antidiscrimination law in Western democracies which defines different treatment as discrimination. In this model reforms like affirmative action which insist that a form of 'different' treatment is needed for marginalized groups becomes 'positive discrimination'. Burton wanted to find a way to capture both sides of that old Aristotelian adage that 'likes should be treated alike, but that those who are different should be treated differently according to the extent of their differences.' (see Bacchi, 1990: Chapter 7). She thought that equity which translated as 'fairness' achieved this goal better than the equal treatment associated with equal opportunity.

It is interesting that both Pateman and Burton were intent on challenging the limitations of equal opportunity. Both in effect were looking for ways within existing discourses to defend affirmative action and more substantive change than simply admission to existing institutions. For Pateman, equity meant only equal opportunity. For Burton, equity meant fairness and this could be expanded to mean different treatment and hence affirmative action.

So, which language should we use? Does it matter? Burton is more the pragmatist. She is looking to shift existing dominant discourses in positive directions. The only way to test the success of this manoeuvre is to see if indeed the programmes she supported have come to pass. Unfortunately, in Australia, affirmative action is being phased out (Bacchi, 2000). Equity has become a softer language heralding moderate change. It has the resonance of fairness but only in the old equal opportunity sense of 'preventing discrimination'. Could it have been otherwise? Probably not, given the current economic and political climate. Was Burton's manoeuvre misguided? I'd say not. But I'd also say that it is time for a reappraisal of the

language of equity and its limitations. And here is where I would introduce a *What's the Problem?* approach. We need concrete analyses of current proposals for change and how they represent the problem. The shift away from affirmative action in Australian indicates a reassertion of a mildly reformist agenda.

## From women to gender

### The example of equity indicates

1. that feminists do not always agree about which language best captures their agendas for change
2. nor do they agree upon the shape of those agendas
3. in addition, shifting contexts affect all of these debates and
4. language is ultimately co-optable.

A brief history of the concept 'gender' supports these conclusions. The term first appeared in feminist analyses in the 1960s and 1970s. It was introduced as a way of challenging the biological determinism which dominated understandings of women's social position at the time. So, a distinction was set up between 'sex' as biology and 'gender' as culture. The argument was that women were not destined by their ovaries to be subordinate, that the subordination of women was due to the social designation of women as carers. Socialization theory became the means of explaining women's acquiescence to the allocation of social roles. And the means to change became consciousness-raising and the challenging of stereotypes. In a sense then gender was meant to signal the possibility of change. It suggested malleability.

There have been feminist challenges to the adequacy of this formulation. Moira Gatens (1983) is best known for challenging the sex/gender distinction and for suggesting that indeed our bodies are gendered. Iris Marion Young (1990) supported this idea with her 'Throwing like a Girl'. Nicola Lacey (1995: 12) also identifies a certain circularity in the reasoning: 'For there was always a lurking question which our opponents wanted us to answer: if gender was constructed and contingent, why was the pattern [the mapping of gender onto the sexed bodies of men and women] so consistent?'

While feminists have been moving to finesse a theory of gender, institutionally the language of gender has become the new language of 'equity'. I could mention the shifts from Women's Studies to Gender Studies. I could mention the changes in the names of equal opportunity units from 'Women's' units to 'Gender Equity' units. Or we could look at the shift from Women in Development (WID) to Gender and Development (GAD). On the first, there are numerous debates about the reasons and logic behind the shift to 'Gender Studies'. On one side, we are told that using the language of gender indicates more of an understanding of the factors which install a particular gender regime. That is, gender is held to better

capture the mechanism of subordination. At the same time, of course, gender is seen as less threatening and as more popular with men students. In equity units, the same dual motivations are at work.

It is important in this context to note how the term gender has become popular in a number of institutional settings and to tease out the meanings attached to the term there. Anne Marie Goetz (1998: 53) assists us with this project in the development setting. She alerts us to the different directions in which the term has been taken. She argues that, unfortunately, 'the term has been interpreted as a synonym for "women", or simply as a reinforcement of earlier concerns to shift the WID issue out of welfare and into economic sectors and non-traditional public roles.' In some countries, 'it has been misinterpreted by state institutions as, in effect, a means of side-stepping the more radical emancipatory implications of responding to women-specific disadvantage.' In Bangladesh, 'the new vocabulary was being used [...] to deny the very existence of women specific disadvantage and hence the need for specific measures which might address this disadvantage'. It seems that in certain contexts the focus on gender, rather than women, 'allowed the discussion to shift from a focus on women, to women and men and, finally, back to men.' In Jamaica, "'men at risk" is the most notable new policy target to appear on the shift to "gender"' (Baden and Goetz, 1997: 6).

To find out if indeed gender is serving a transformative or minimalist agenda, or even a backlash, it is necessary to look to specific proposals. This brings us back to 'What the Problem?'. Baden and Goetz (1997: 7) note the kinds of explanations which lodge *within* current programs for change: 'To the extent that such approaches do consider the factors underlying gender disadvantage or inequality, they tend to look to information problems (e.g. women's tendency to follow female role models) or to "culture" (defined as outside the purview of mainstream economics).' The ways in which these explanations position 'women' as the problem despite the insistence that we have moved beyond a 'woman as in deficit' explanation for women's subordination will be revisited when we consider mainstreaming.

## From women to diversity

The term 'diversity' has become popular in the equity agenda, particularly in the United States, Canada and Australia, countries which have a multicultural citizenry. It does not appear to have the same appeal in Europe though here as elsewhere the 'equity' agenda has expanded beyond women to include a number of target groups. There is an important debate ongoing in the United States about the relationship between diversity approaches and more traditional approaches to social change, such as anti-discrimination law and affirmative action. Often the two are set in opposition. For example, George Henderson (1994: 7) provides a chart in which affirmative action is constructed

as the negative, the counterpoint to the 'positive' responses of valuing differences and managing diversity. Affirmative action is characterised as an 'assimilation model', which 'assumes that groups brought into the system will adapt to existing organisational norms.' The *declared* goal of managing diversity, by contrast, is culture change through acknowledging difference and differentiation. Just what it means to acknowledge difference and differentiation, however, is a hotly contested topic.

Frederick Miller (1994: xxvi) suggests that there are two distinct framings of managing diversity operating in the United States. One is a social justice understanding which sees managing diversity as having goals similar to equal opportunity but as having superior methods. The argument here is that much equal opportunity policy was assimilationist but that managing diversity aims at changing organizational culture, instead of absorbing people into it. The second understanding Miller labels the 'individual differences' approach. This approach stresses that each individual is unique and the goal of organizations should be to encourage each unique individual to maximise their potential. The argument in this perspective is that groups no longer matter and that government regulation in the area of equal opportunity is unnecessary because managing diversity makes good business sense.

The management literature on 'managing diversity' uses this emphasis on 'individual differences' to support a human resources approach which focusses upon the needs of the individual. With this approach it becomes increasingly difficult to insist upon the relevance of equity groups for management initiatives. Humphries and Grice (1995: 26) note the linkages between the contemporary ascendancy of the HRM model and the parallel ascendancy of neo-liberal labour policies: 'Labour processes which make the diversity of interest between employers and employees explicit have been superseded by managerially driven processes purporting to celebrate the unity of interests between employer and employees.'

At the same time, however, the language of diversity has a genesis outside of management theory, a genesis which needs to be acknowledged and which further complicates attempts to assess the goals and usefulness of a 'diversity approach' to 'equity'. The term 'diversity' has become popular among a range of social movement theorists who want to acknowledge the complexity of social groups. Feminists for example often use the term as an acknowledgement that 'women' as a group is marked internally by differentiation along class, race, ethnic, age, ability and sexual preference lines. In a sense it was our word and this makes it all the more difficult to assess critically policies which take it up. This is where *What's the Problem?* comes in. We need to look at the specific proposals accompanying an approach and at how these represent the problem. This procedure assists us to move behind rhetoric which can be distracting and misleading.

The content of managing diversity programs tends to consist, almost solely, of workshops or seminars in cultural awareness and cross-cultural skills. While I do not wish to disparage the usefulness of some of the messages introduced in these courses, I want to suggest the limitations of a cultural awareness approach to the problem of injustice. Cultural awareness courses offer a species of consciousness-raising which leave the impression that, if each individual could start to think differently about their neighbors, the world would change. We have not moved far here from the 1960s position that the problem is discrimination based on individual prejudice. When the problem is seen to be racist or sexist attitudes, this reduces racism and sexism to individual aberration, suppressing recognition of the institutional and structural dimensions of discrimination. As Chandra Mohanty (1990: 201) notes, 'the problem is assumed to be cultural misunderstanding or lack of information about other cultures, about yourself and people unlike you.' She castigates this 'individualised discourse of harmony and civility that is the hallmark of cultural pluralism', while admitting some benefits for the practice: 'for instance, the introduction of new cultural models can cause a deeper evaluation of existing structures'. Still, as she says, the baseline is 'maintaining the status quo' – 'diversity is always and can only be added on.'

## From equal opportunity/affirmative action to mainstreaming

In Europe mainstreaming is the term which best parallels my story of diversity in the United States and Australia. It is seen to have a similar goal – that is, addressing the supposed inadequacies of old equal opportunity approaches. The major argument here is that equal opportunity units were marginalized from centres of decision-making in organizations; hence their impact was minimal. Proponents of mainstreaming insist that institutions like universities need to find a way to make all units in an organization responsible and accountable.

The argument that devolution of accountability will make gender issues more visible seems to be a strong one. There is no doubt that the kinds of changes hoped for in the establishment of specific equal opportunity units dedicated to addressing the position of women and other marginalized groups have not eventuated. Still, it is unclear why these efforts have failed. It is also certainly unclear what devolution of accountability will produce as an outcome. At one level, until we see the way in which mainstreaming is implemented, the kinds of resources committed to the process, and the monitoring and sanctions put in place, it is difficult to predict what the future will hold. My work on mainstreaming in Australian universities (Bacchi, 2001) indicates that a good deal depends on the specific institutional setting. In universities where strong leaders are committed to real and meaningful change, mainstreaming

can be useful. In other universities it has served only as a rationale for eliminating the specific units which were created to monitor the position of women. Eleanor Ramsay's (1995: 10 in Clarke and Postle, 1996: 108) poignant comment on mainstreaming remains apt: 'The compelling logic of the mainstreaming argument, that equity matters should become everyone's responsibility in the organisation has distracted attention from the result, whether intended or not, that there is a danger that it will become nobody's.'

Evidence that institutional setting matters is found elsewhere. Here I will offer an example from Makerere University in Uganda. Clare Bishop-Sambrook (2000) offers an enthusiastic endorsement of the mainstreaming enterprise there. She produces a chart detailing the steps in the implementation procedure. Notable is the explicit endorsement of affirmative action as an activity of mainstreaming. That is, in Makerere, mainstreaming and affirmative action are seen as complementary; mainstreaming is not used as a reason to abandon women-specific measures. However, we still need to apply a 'What's the Problem?' analysis to those specific measures, to see what they construct as the problem. 'Gender sensitisation' appears often in the summary of recommendations, and I will say more about that in a moment. In addition, one activity is to increase the number of women 'in senior academic and senior administrative posts, based on merit'. Merit, however, is a gendered, not a transparent term. For example, if it is held to be meritorious to leave one's family for extended periods of time and to spend long hours at work, fewer women than men are likely to get hired or promoted given the current division of domestic duties. Moreover, this conception of merit will make it difficult to shift the current privileging of career over family in employment policy. Hence, appointment 'by merit' needs to be interrogated rather than simply endorsed.

Notable also is Bishop-Sambrook's insistence that the success of mainstreaming depends upon certain preconditions. For one, she insists that mainstreaming approaches should not be seen as *opposed to* the 'old' equal opportunity approaches; they should *not* mean the removal of units specifically committed to addressing the disprivilege of women and other marginalized groups. Rather these units need to be involved in overseeing the mainstreaming exercise. UNIFEM's (Sandler, 1999) experiences in mainstreaming for gender equality make similar points: (i) a commitment to mainstreaming does not preclude a focus on women and (ii) 'Without an empowered group of women advocating for and guiding gender-sensitive policies and practices, the work of mainstreaming is prey to the particular skills and interests of a changing cast of governmental, bilateral, and multilateral personnel who may or may not have a commitment to or understanding of gender mainstreaming and equality.'

UNIFEM's comments here indicate a link with my

discussion of diversity management – the way in which mainstreaming can transform a concern with equality into an exercise in Human Resource Management unless an attempt is made to maintain the presence of a potentially critical outside voice. The equal opportunity personnel I interviewed in Australia (Bacchi, 2001) had similar qualms about moves to integrate equal opportunity into human resource management, which is happening in many Australian universities. As one woman put it, 'We are here to monitor what goes on in human resources as well as elsewhere. If equal opportunity were not a separate unit, I would not be able to get my concerns heard.' The policy of dissolving equal opportunity units while turning over 'equity' issues to personnel departments reconstructs the problem as a matter of good management, rather than contesting interests. This experience does not appear to be confined to Australia. Margitta Edgren (1999: 41), former Chair of an advisory group for the Swedish Ministry of Education, had words of warning on the shift to mainstreaming: 'please note you must have watchdogs. Without them, equality drowns in the stream.'

A second precondition in the Ugandan case-study is that the exercise be properly budgeted (Bishop-Sambrook, 2000: 246). It proves sadly inadequate to ask existing equal opportunity units to add to their workload the task of 'consciousness-raising' for the entire university. Note also how the implication of mainstreaming agendas which restrict the exercise to 'gender sensitisation' and 'gender training' is that the problem is attitudinal – that consciousnesses need to be raised. This links back again to the limits of the representation of the problem in the managing diversity approach – recall Mohanty's castigation of programmes which assume that the problem is lack of information or lack of cultural understanding. Indeed I am struck by the similarities in mainstreaming and diversity management, which is my reason for commenting on the two approaches together.

To pursue this deeper question of the goals of mainstreaming, we need to leave behind questions of implementation and monitoring, despite the importance of these issues. The point here is that we can become preoccupied with questions of process unless we step back to consider the content of a program. At the level of content, we need to ask what it means to mainstream 'gender'? We need to interrogate the presuppositions behind the mainstreaming agenda and where these may lead. One way to do this, I suggest, is to examine models for implementation, and to interrogate the meanings of gender which lodge in the proposals. In effect, this is an application of *What's the Problem (represented to be)?*: Start with the proposals and work backwards. To produce answers to these questions, I take a close look at the European Union's 1998 *Guide To Gender Impact Assessment* (European Commission, 1998).

The *Guide* uses gender in two quite different ways. In a section elaborating 'basic concepts', it offers separate definitions of 'sex' and 'gender', marking a

distinction between biological and social differences, a distinction popular in early second-wave feminism (European Commission, 1998: 5). In this usage, 'gender' becomes a cultural cloak which can be removed, revealing 'true' men and women. With this baseline, the role of policy in shaping the lives of women and men may well become difficult to discern. This conception of gender as a part of people which needs ideally to be removed results, for example, in an endorsement of a 'gender-neutral' approach to positive action, placing men in women's teaching jobs (European Commission, 1998: 11-12). In addition the *Guide* suggests that this teaching requires people who are 'unskilled or semi-skilled', accepting a conventional and gendered characterization of caring work as unskilled.

Paradoxically, at the same time as the *Guide* insists that 'gender' is separate from the biological categories of men and women, gender is used as a shorthand for 'men and women'. We can see this in the way in which a gender-based assessment begins with an analysis of *sex-* disaggregated statistics to see if women and men appear as significantly different in relation to a range of policies. In this usage, the goal becomes preventing policy proposals 'from further reinforcing *existing* differences 3/4 in participation, distribution of resources, discriminatory norms and values and structural direct or indirect discrimination' (European Commission, 1998: 11. Emphasis added).

This descriptive use of gender does not address the 'relational aspects of gender, of power and ideology, and of how patterns of subordination are reproduced' (Baden and Goetz, 1997: 3). A focus on *existing* differences' does not tell us how these differences come to be. In effect, the goal becomes evening out the impact of a range of policies rather than interrogating their premises. For example, in the *Guide*, the legitimacy of the goal of 'eliminating labour market rigidities' is taken to be axiomatic (European Commission, 1998: 11). As Nicola Lacey (1995: 6) explains, when the focus is simply a disparity in the treatment of men and women, 'equalisation was almost invariably in one direction – towards a male norm.' As I have argued elsewhere (Bacchi, 1999a: 69), this kind of analysis encourages us to think that women will be liberated when they have work conditions like men, or pay comparable to similar groups of men. It is difficult in this framing to challenge the appropriateness of those work conditions or those male pay rates. Rather we need to examine the impact of gendered assumptions in creating/reinforcing social hierarchies and in framing lives we may not wish to lead.

Above I suggested that paradoxically the shift from women to 'gender' can lead us back to an explanation which makes women the problem despite the sensitivity in feminist analyses to the inadequacies of proposals which constitute women as 'in deficit' – suggesting that women need training, that women need role models, that women in effect are the ones who need to change. Baden and Goetz

(1997: 7) explain how this happens in mainstreaming which depends upon sex-disaggregated statistics. In their words, "the gender-disaggregation approach" ... tends to a static and reductionist definition of gender (as woman/man).' This kind of analysis can 'under-specify the power relations maintaining gender inequalities, and in the process de-links the investigation of gender issues from a feminist transformative project.'

Bureaucratic requirements for information tend to strip away the political content of information on women's interests and reduce it to a set of needs or gaps, amenable to administrative decisions about the allocation of resources. This distillation of information about women's experiences is unable to accommodate or validate issues of gender and power. Women are separated out as the central problem and isolated from the context of social and gender relations. Dare I say – yet again! Baden and Goetz's point is that all we will be left with in this approach is a compensatory agenda rather than an approach which probes the reasons women are positioned in an asymmetrical power relationship to men in a range of statistical indices. They are not saying that quantitative data are not valuable, but that this data can be used to suggest that the problem is being addressed while all the while the power relations which disprivilege women remain in place.

We return here to the need to reflect upon the meaning of gender in 'gender mainstreaming' exercises. I have suggested that using gender as a shorthand for 'men and women' tends to create gender as a part of a person and hence a part which needs to be bracketed off, suggesting that all that is required is equal treatment. Recent gender theory challenges this static, individualistic characterizing of gender. The Series Editors to *Revisioning Gender* (Ferree et al., 1999: xi, xiii) note the key shift from conceptualizing gender as an individual trait to focussing on gender as a principle of social organization. The goal, they tell us, is to 'no longer take dichotomous gender for granted but to begin to explain the meaning of gender itself.' Fiona Wilson (1996 in Benschop and Doorewaard, 1998: 789) makes a similar point in her plea that '[I]nstead of looking at gender as a difference, perhaps we need to look (-) at how this is done'. To bring this insight to policy studies, we need a more dynamic understanding of gender as a process, and of policy as a gendering process, drawing attention to the role of law and policy in shaping the lives of women and men. In this understanding, gender cannot be bracketed off; rather, its implications need to be confronted.

Identifying the workings of gender as a process is not a straightforward task, however. While many policies incorporate gendered assumptions based on stereotypical characterizations of masculinity and femininity, it is not always possible to 'read off' how these assumptions will be applied to men and women. Moreover, gendered assumptions can be and are used at times to structure other hierarchical rela-

tions, between heterosexual and homosexual, for example. The challenge then is to interrogate the ways in which gender plays a part in the creation of hierarchies among social groups. Patricia Hill Collins (1999: 263) calls this a 'logic of intersectionality' which redefines gender as 'a constellation of ideas and social practices that are historically situated within and that mutually construct multiple systems of oppression.'

There is a great deal at stake, therefore, in the meaning of gender we use. If we restrict our analysis to the impact of law/policy on 'existing' men and women, we fail to interrogate the role of law and policy in shaping hierarchical relations among diverse groups of men and women. To capture the dynamic role of law/policy, it may be more useful to produce a 'gendering impact assessment' than a 'gender impact assessment'. This could involve the examination of statistical differences among men and women around a variety of indicators but this would mark the beginning rather than the end of the exercise. The task is not simply to 'even out' these effects on women and men, but to probe the assumptions which result in these effects and the role they play in sustaining hierarchical relations among diverse groups of women and men.

## Conclusions

The trends I have mapped have similarities and these deserve noting. The moves to equity (as fairness), to diversity (as individual differences), to mainstreaming (as dilution of women-specific programs) – all are set up as improvements on what has gone before – equal opportunity; all undermine affirmative action; all constitute the problem as (old-fashioned) discrimination. Despite the insistence that the goal is deeper institutional change, in the end we seem to have more of the same – a suggestion that women can be accommodated, incorporated. How can such a model emerge from such radical and transformative rhetoric? That is a question for another day. The first task is to identify that this indeed is what is happening.

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# Chapter 1:

## Building good indicators for equality in Academia – The Nordic countries in a comparative perspective

Coordinator of the workshop:  
**Dr. Barbara Hartung, Ministry of Science and Culture of Lower Saxony, Germany**

**Brigitte Degen:**

## Towards producing gender(ed) indicators on women in science

**Women & Science Section, EU Commission**

The ETAN report<sup>3</sup> *Science policies in the European Union: Promoting excellence through mainstreaming gender equality* underlines that no collection of systematic information with central co-ordination has ever existed on women in science at European level and that the existing data are very fragmentary, that their comparison is very difficult due, for example, to differences in national occupational classifications.

In its Communication<sup>4</sup>, the Commission was planning that “one of the major common emphases” for the group of national civil servants (known in between as the Helsinki Group) “would be on improving the indicators” to measure the participation of women in the development of science and technology in Europe.

In the Research Council’s Resolution<sup>5</sup>, invitation was made:

- to the Member States: “to make available existing information on the gender balance of R&D personnel; and establish methods and procedures to collect and produce appropriate data and indicators in the medium-term (in particular data showing the vertical and horizontal distribution of women within the scientific research system at the levels of government, higher education and, as far as possible, the private sector) to measure the participation of women in the development of science and technology in Europe;”
- and to the Commission: “to produce, building on Member States’ contributions, comparable data and European indicators, as a basis for a Community-wide assessment of the situation of women in RTD.”

Since then, and in order to respond to the Council’s invitation, the Commission has developed a **double-track strategy**, which has been pursued through:

- on the one hand, a **“top-down” approach**, i.e. developing every effort to promote, as far as possible, the gendering of statistical collections at national and European level, in order to get harmonised and comparable sex-disaggregated data;
- on the other hand, a **“bottom-up” approach**, i.e. exploiting sex-disaggregated data existing at national levels to develop the needed gender(ed) indica-

tors, which would allow at the same time to take into account the respective national contexts and to highlight each national situation made to women within sciences.

### The “top-down” approach

Strong co-operation was first sought with Eurostat and the OECD. Therefore, the Women and Science Unit attended the 8<sup>th</sup> and 9<sup>th</sup> Working Parties on R&D and Innovation Statistics organised by Eurostat<sup>6</sup> in Luxembourg, respectively on November 1999 and on October 2000, as well as the GUS-REDIS<sup>7</sup> meeting of April 2000, where it was possible to present the need for systematic and regular collections of sex-disaggregated statistics to assess the presence of women in science.

The main outcome of this co-operation with Eurostat could be, providing Member States would allow it, to have sex included as a mandatory variable for the future production and development of community statistics<sup>8</sup> on science and technology, whenever human resources are concerned.

Revision of the Frascati Manual<sup>9</sup> (FM) was put on the agenda of an ad-hoc expert group meeting of the

<sup>3</sup> Known for short as the ETAN report, since this expert group met under the auspices of the ETAN (European Technology Assessment Network); original EN report ISBN 92-828-8682-4 – available in FR - ISBN 92-828-8878-9 and in IT - ISBN 92-828-8879-7 – soon available in EL/ES/DE.

<sup>4</sup> COM(1999) 76 final of 17.02.1999

<sup>5</sup> OJ C/201 of 16.07.1999

<sup>6</sup> Unit A.4 – R&D statistics, methods and data analysis

<sup>7</sup> Group of Users of R&D and Innovation Statistics

<sup>8</sup> Proposal for the European Parliament and Council Decision concerning the production and development of Community statistics on S&T, the discussion of which is still pending inside the Commission.

<sup>9</sup> The Frascati Manual is devoted to the measurement of technical-scientific activities and identifies three categories of R&D personnel: researchers, technicians and supporting staff



OECD held in Paris on March 2000, where the Women and Science Unit advocated not only for gender to be considered whenever human resources are to be scrutinised<sup>10</sup>, but also for collecting headcount rather than Full-Time Equivalent (FTE) data<sup>11</sup>.

The draft report on *Measurement of personnel devoted to R&D: Headcount data* resulting from exchanges inside a restricted expert group<sup>12</sup>, which will be put on the revision of the Frascati Manual's agenda of the next NESTI<sup>13</sup> meeting of the OECD in Rome, on May 9<sup>th</sup> to 11<sup>th</sup>, 2001, proposes that those recommendations should be developed and re-enforced with a description of analytical/policy needs for collecting such data.

The gendering exercises, in which the "women and science" has taken its part as far as possible, are expected to give results, if any, within a mid-term perspective<sup>14</sup>.

The Commission could not be satisfied by only waiting this to happen, mainly aware that sex-disaggregated statistics showing the situation of women in science had been repeatedly requested since the beginning of the 90s by the women scientists themselves and that this need had been again so strongly emphasised during the April 2000 Conference. This fully justifies the "bottom-up" approach that the Commission decided to develop in parallel and in full agreement with the Helsinki Group members.

### The "bottom-up" approach

The rationale for this approach is that discrimination (whether horizontal or vertical segregation) faced by women in science nationally, in each European country, can be evidenced with statistical data available at national level, which might not be (yet) harmonised and comparable. This approach to be statistically validated only needs that the data used will be assessed against the international classification standards (such as those of the Frascati Manual) with all useful

related footnotes to avoid any unwanted comparisons or/and misinterpretations.

Before entering into an exercise of national data collection, the Commission had to ascertain that this "bottom-up" approach was not obliterating the existence of available data sets that would already allow answering this main concern of the under-representation of women in science.

The first step taken by the Commission was therefore to monitor, from February 1999 until June 2000, a survey on *Women and scientific Employment: Mapping the European data* carried out by Dr Judith Glover, assisted by Dr Diane Bebbington, from University of Surrey Roehampton in London. The overall aim of the survey was to scrutinise 61 national and European data sets in terms of their potential to answer a series of research questions<sup>15</sup> of key interest to the study of women's scientific employment in each Member State.

The main findings of this survey, which resulted in a Directory of more than 300 pages, were that both "general purpose" data sets (e.g. Labour Force Surveys) as well as more dedicated surveys have little potential<sup>16</sup> for understanding the dynamics of women's scientific employment as it changes over time.

These conclusions allowed the Commission to propose to the Helsinki Group members to participate into a new project on *Design and collection of statistical indicators on women in science*<sup>17</sup> carried out by Eurogramme, a consultancy firm established in Luxembourg.

A 2-track approach for developing this project has been followed. Since the beginning of the project in May 2000, Eurogramme has been exploiting and compiling EU data available mainly from the Glover Directory, the ETAN report, Helsinki Group's contributions and the Eurostat Education database. All national data have been assessed against the international standards of classifications<sup>18</sup>.

attrition (the higher the level of scientific education and employment, the lower the level of women's representation); fine differences between the scientific and applied scientific disciplines; differentials between women's and men's salaries; distinctions between public sector and business sector employment; the relationship of women scientists' domestic situation to their employment status; and the availability of the data (published data and secondary analysis).

<sup>16</sup> the one hand, most "general purpose" data sets have one common problem: the numbers of women scientists are too small for anything but the most basic analyses; on the other hand, some of the dedicated surveys tend to be narrowly focused on one particular area of scientific employment or on one of the sciences. They tend also to lack coverage – either from the point of view of national representativeness or in terms of focusing on public sector academic employment. A further problem with almost all of the data sets is that there is a clear lack of data, which includes a longitudinal or work-history element. This means that only a 'snapshot' can be obtained.

<sup>17</sup> This project was launched through an open call for tenders in February 1999, long before the Helsinki Group format was decided; therefore, it only covered, in its 1st year, the Member States

<sup>18</sup> For education, occupation and scientific disciplines, as well as extensive definitions of the baseline data.

Eurogramme is currently completing a **global database with primary sex-disaggregated data** covering five areas<sup>19</sup> (students, graduates, research staff in universities and research centres, research grants, boards of research institutions) and national profiles on the presence of women in science in the 15 Member States should be presented by fall 2001 in the Report on European S&T Indicators produced by the Research Directorate-General.

In parallel, Eurogramme is currently developing a **set of gender(ed) indicators on women in science**, i.e. building them and defining a system of production. A methodological document has been submitted in a meeting held in Brussels on March 2001, to the statistical correspondents<sup>20</sup> of the Helsinki Group, which clarifies the link between available data, on the one hand, and policy-relevant issues to be highlighted by the indicators, on the other hand. The statistical correspondents should comment this document by the end of April 2001.

It should be stated that even if the Research Council's *invitation* made to Member States and to the Commission, to move forwards in the production of indicators on women in science, is in no circumstances legally binding, the reaction of the Helsinki Group members, as well as of their statistical correspondents, has been globally very positive and constructive.

This includes the Associated States, which were not concerned by the invitations of the Research Council's Resolution. Building on their voluntary participation in this data collection on women in science, the Commission received, on February 15<sup>th</sup>, 2001, a positive opinion from the CCAM to extend the Eurogramme project to all associated countries to the 5<sup>th</sup> Framework programme. This will allow the Commission to present in the mid-term and for the first time a wide picture of the situation of women in science in 30 European countries.

<sup>19</sup> which members of the Helsinki Group identified, during their first meeting on November 1999, as their minimum common denominator for which available data could be provided to the Commission, i.e.:

- Number of students by gender and by scientific disciplines (with description of each discipline's coverage);
- Number of graduates by gender and by scientific disciplines;
- Research staff in the universities and research centres by level (i.e. pre-doc, post-doc, assistants, associate professors, full professors, or any other "ladder" applicable in the country), by gender and by scientific disciplines;
- Number of applicants and beneficiaries of research public funds by type of grants and by gender;
- Gender distribution of the boards of public research bodies (research councils, research centres, and universities), academies and other research institutions.

<sup>20</sup> List of members in annex.

<sup>21</sup> SEC(2000)1842. Working document from the Commission services : « Development of an open method of co-ordination for benchmarking national research policies-Objectives, methodology and indicators.

<sup>22</sup> Germany, France, Spain, Sweden and UK- Italian data have been processed by Biosoft, Italian firm, for check purposes

It is obvious that existing data will not allow all these indicators to be fed. The Commission, on the basis of the Helsinki Group recommendations, will put forward suggestions in order to fill the gaps.

The co-ordination between the top-down and the bottom-up approach is ensured, on the one hand, by the co-operation established within the Commission between DG Research and Eurostat, and on the other hand, by the co-ordination with Member States through the statistical correspondents of the Helsinki Group.

Besides these two approaches, top-down and bottom-up, the Helsinki Group is concerned that the gender dimension is duly taken into consideration in the benchmarking exercise.

### Gendering the Benchmarking exercise

The Research Council Resolution adopted on 15 June 2000, building on the Lisbon European Council Conclusions, called "on the Commission, in collaboration with the Member States, to present a full set of indicators and a methodology [...] for benchmarking the following four themes:

- Human resources in RTD, including attractiveness of science and technology professions,
- Public and private investment in RTD,
- Scientific and technological productivity,
- Impact of RTD on economic competitiveness and employment.

As well as other issues essential to the understanding of the functioning of RTD policies such as the promotion of RTD culture and public understanding of science [...]."<sup>21</sup>

Gender issues are to be taken into account in this benchmarking exercise. This is obvious in analysing human resources in R&D, but should not be neglected in the other themes, and especially the analysis of productivity and of competitiveness and employment. The Commission will address the integration of the gender issue in benchmarking where relevant and feasible.

Support from Member States is needed to enforce this perspective.

### Other developments

Since May 2000, the Women and Science Unit is participating in the monitoring of two feasibility studies on *Patent Indicators by Gender* and on *Bibliometric Indicators by Gender* carried out by Biosoft, a firm established in Milan, Italy.

Both feasibility studies, developed for 5 Member States<sup>22</sup>, should assess to which extent and at which cost, it possible to provide, for 15 Member States, tools to compare women and men's productivity. On the one hand, having new gender indicators relating to the inventorship of technology could be used to explore gender differences between countries, technology fields and sectors, and over time. On the other hand, bibliometric indicators by gender would

<sup>10</sup> It should be noted that in its 1993 edition (Chapter 5, § 332 p.90) the Frascati Manual already stated that "in order to understand more about the R&D labour force, [...] gender would be one of the prerequisites."

<sup>11</sup> The 1993 edition of the FM was already supporting the measurement of R&D personnel in headcount, stating that (§289) "data on the total number of persons who are mainly or partially employed on R&D allow links to be made with other series of data, for example education or employment data or the results of population censuses...and also that (§290)"headcount data are also the most appropriate measure for collecting additional information about R&D personnel, such as their age, gender, or national origin".

<sup>12</sup> Including Norway, Russia and Eurostat

<sup>13</sup> National Experts on S&T Indicators

<sup>14</sup> Revision of the Frascati Manual should not be finalised before mid-2002; whereas the envisaged revision of the Canberra Manual, which covers the human resources actually or potentially devoted to the systematic generation, advancement, diffusion of the scientific and technological knowledge, employed in S&T activities at the appropriate level or having received a specific qualification, has been postponed sine die.

<sup>15</sup> These included: hierarchical sex segregation; the relationship between scientific qualifications and occupational outcomes;

allow exploring issues such as gender specialisation in particular fields of science, differences in scientific productivity between men and women, differences in the citation of papers (as an indicator of the quality of scientific output).

The main and first difficulty encountered by Biosoft was that inventors and authors are not registered with a related gender: the best situation being that of having a first name, the worst that of having initials. Biosoft decided to develop a First Name DataBase, which should allow allocating a gender to any new input of data on inventors and/or authors on the basis of their first name (providing there is any). Results and recommendations are expected for April 2001.

# Kerstin Frederikson:

## The situation for Women in Academia in Sweden – Results from a study at Umeå university in Sweden

Central Bureau of Statistics, Stockholm

In Sweden, there is an ongoing debate regarding the opportunities for women of gaining high positions and well-paid jobs in society. This debate includes the academic world as well as society as a whole.

It is remarkable that young girls appear to be very clever in school. Their results are fully compatible with those of the boys. Often they have better grades than their male fellows do. This fact seems to follow the girls throughout their school years. But we also know that young girls and boys tend to choose different educational fields already at the secondary school level. Girls are found in health care and educational training programmes and boys are found in technical programmes. This pattern becomes even more pronounced in higher education. In 1998/99, some 42% of the newly admitted doctoral students were women. Female students were more frequently found in the medical research area, while male students were more common in the technical fields.

Educational and research staffs are dominated by males (65%) at the academic level, but there are major differences among the universities. Women comprise 25% of the lecturers, but only 12% are professors. As we see, there seems to be gender-specific selection in academia. It becomes more pronounced as we go up in the hierarchy.

Statistics Sweden (SCB) conducted a study on work environment conditions at Umeå University in Sweden during the autumn of 2000. All staff members (professors, lecturers, research assistants, doctoral students and assistant instructors) answered questions about working conditions, management, development possibilities as well as questions on their private life and health. The study was a so-called total study, but of course, some people did not participate. The study included 599 women and 796 men. Of the 2049 eligible subjects, 654 (32%) did not return their questionnaires. No differences were found between respondents and non-respondents regarding gender, age or position.

Since SCB has access to other data, both from the population in general and the academic world, interesting comparisons could be made.

I will here present some interesting findings from the study.

More women than men experienced that they had too much work, that they were isolated and had too little influence. But women considered their jobs to be meaningful to a greater extent than their male colleagues did. The professors considered to a great extent that they had a meaningful job. However, one sixth of all professors had been involved in conflicts at the workplace during the last three months, women so more than men. Every fourth woman and every sixth man had experienced uneasiness every week when going to work.

More women than men felt that they had been slighted due to informal networks and decision-making. Both women and men employed at Umeå University believed that they had more influence on how their work should be done than did the general population. However, men more than women felt that they could influence decision-making at their work place at the university.

The experience of gender specific treatment was different among the faculties at the Umeå University. Generally, men more than women thought that the genders were equally treated, but a considerable part of the men also experienced gender specific inequalities. Among older faculty members and those higher up in the hierarchy, fewer women experienced discrimination.

Experience of lack of information was more common among women than among men. Younger people felt they received support more than older people. Some four fifths of the respondents experienced that they had too much work to do and that they were isolated (equally among women and men). However, most women and men at Umeå University felt that their work was intellectually stimulating and independent.

Most women work in groups of women and men in groups of men. At home, women experience a lack of equality more than men do. Women had health problems such as headaches and fatigue more than men. But this was on parity with the situation of the population in general.

There are also other ongoing projects in Sweden, and a leadership course for women in academia is about to start at Linköping University.

**Karin Kjær Madsen:**

# Building good indicators for equality in Academia – the Nordic countries in a comparative perspective

**Danish Ministry of Information Technology and Research**

Equality between the sexes is a natural part of the societies in the Nordic countries. Equal opportunities as a theme has been on the agenda in the Nordic countries since the 1970s.

In an international perspective, the female percentage of the labour force is relatively high. This has partly been possible due to a broad – again in an international perspective – and relatively inexpensive day care system for children. This has led to a situation where women nowadays seek education to the same extent as men do. And women continue in the career pattern of working full time after finishing education and having children.

In many sectors of society, women are relatively well represented. But in the world of science and research, the picture looks rather different. Women's representation in research is fairly low in the Nordic countries, also in an international perspective. I mainly refer to the percentage of women in ordinary research positions, such as assistant professor, associate professor and professor.

Simultaneously there has been some focus on the low representation of women in research within the Nordic countries. The Nordic research statistics have for years been gender disaggregated to some extent. Moreover, especially in Norway and Sweden there seems to be a tradition for very concrete initiatives with the aim of improving the number of women in research.

Since the European Commission initiated the Women in Science Unit, and data from the member states show that the Nordic countries are falling behind, the same question has been raised. Why is it that so few Nordic women are represented in science?

It is not my task to go into explanations of the phenomena. I will merely raise some paradoxes and perspectives. The focus of this article is to put emphasis on the different approaches in political life in the Nordic countries, exemplified with Sweden and Norway on the one hand, and Denmark on the other.

Where the argument regarding women in science in a number of other European countries put some focus on a dual career perspective focusing on maternity leave and child care, this problem does not have the same relevance to the Nordic women. The

reasons for the low number of women in research positions cannot be explained by their domestic responsibilities.

Since the early 1990s the percentage of women completing a university degree has been higher than that of males. And during the 1980s the female graduates were close to 50 %. However, the argument is still heard that it is just a matter of time before women will fill the academic positions.

In the Nordic countries this issue has to some extent been debated both within the research world as well as at the political level. Various concrete initiatives have been taken within all the Nordic countries to improve the number of women within the world of research- especially in Norway and Sweden. Anyway, the actual percentage of women in permanent positions has not improved noteworthy.

Within the Nordic countries, there have traditionally been different approaches to perceiving the issue of women in science and research.

It is my understanding that there are different ways of addressing this issue within Norway and Sweden on one hand, and Denmark on the other hand.

As I have understood the debate especially in Norway and Sweden, the focus has been on the women, and on an individual level. Discrimination against women has been a part of this discussion. Which barriers prohibit women to succeed in the world of research? The arguments have also concentrated on the lack of democracy, when women constitute half of the population, and hold less than 10% of the professorships. This is also the case for female access to expert positions, giving interviews in the media etc. etc. In other words, the public understanding of why women ought to be represented in science to a larger extent than is the case presently is rooted in the belief that it is the right of women.

In the Norway and Sweden there is a much stronger tradition for accepting state regulations when it comes to taking initiatives that should increase the number of women in research. As I have understood the discussions, the Swedish and Norwegian societies seem to accept that women are "victims", and that they suffer from male dominance.

In Denmark the perception of women and equality is different from that of Sweden and Norway both in society, within the world of research and at the political level. Generally speaking, women are not perceived as victims in Denmark. This means that one fails to see the lack of women in research as a problem. Gender is often not seen as an issue. "We look at quality – not gender" is very often heard. Another very set belief is the notion that we may not have many women in Danish research, but they will come within the near future, and that the problem is much worse in other places.

The fact is however, that there is no indication that the women will come in numbers by them selves in the future. The amount of women in permanent positions in research is much worse in Denmark than many other places.

The Danish strategy since 1998 has been to be able to make documentation for the situation of women in science in Denmark. The aim here is to qualify the statements being made in the debate.

The focus is on comparison with the other Nordic countries, not only on women's rights to a place in the world of research. The approach is rather to focus on society, to understand how society is missing women's potentials when they do not choose a career in research, when they choose to leave research, or when and if they are being discriminated against, resulting in a situation where they will not be found in higher positions within research.

My argument now is, that each approach has sought to develop a range of indicators to "measure" women in science and research, which fits the way the problem/situation is being perceived.

Here follows a few examples of indicators as well as initiatives taken which fit into a Danish approach.

Since 1995 recruitment to research positions has been followed closely in Denmark. All vacancies to university research have been examined in detail. One result of this analysis is that in the time span from 1995 to 2000 there was in average only one qualified applicant to half of the vacancies at the Danish universities.

That means that the debate about the best qualified is in most cases not relevant. There is a lack of competition to research positions at the Danish universities.

Another approach to the problem of few women in research is the belief, that diversity amongst the staff in a research team benefits the quality of research. Research environments improve in quality when the involved persons do not have the same background. This also goes for age, culture, nationality, and educational background. In this argument it is important to view women as a benefiting resource to Danish research.

Previously, regarding vacant positions, the universities in Denmark were bound to employ the candidate who the selection committee considered best qualified. This has changed. Now the selection committees are to give the management of the universities a list of qualified candidates where the management can choose the candidate that best suits the actual needs of the department. In this way, the universities have a possibility to actively improve the representation of women in science and research.

Following this initiative, the Ministry of Education and the Ministry of Research signed development contracts with all Danish universities. The universities were pushed to include a strategy of how to improve the situation of women in research.

In Denmark the indicators chosen to show inequality between the sexes in the academic world are brought forward in order to suit the needs of the Danish approach towards women in research. The analysis of the recruitment situation is a good example of this.

In a Nordic perspective a big challenge must be to use the different approaches in a constructive and positive fashion, in order to debate and define what actually should be achieved and why. Especially taking into account that neither of the strategies seems to have improved the total number of women in research much.

A second challenge for the Nordic countries is to use the experience with different strategies in a European context, in order to initiate a deeper European debate of which strategies ought to be followed, and which sort of indicators could support the strategies.

# Chapter 2: Mainstreaming and Academia – Experiences and challenges

**Coordinator of the workshop:  
Cathrine Egeland, PhD student, Southern University of Denmark**

## Joyce K. Fletcher: A “Small Wins” Model for Mainstreaming Gender Equity

**Centre for Gender in Organizations, Simmons, USA**

(Based on a PowerPoint presentation.)

### **Purpose**

To introduce a comparative framework for understanding gender in the workplace  
To demonstrate how routine work practices can block women’s advancement  
To show how these practices can be detrimental to equity and effectiveness  
To provide a “small wins” model for change

### **Frame 1: Assimilate “Fix the Women”**

- Source of the Problem: Women lack skills to succeed
- Vision of Gender Equity: No sex differences; women are just like men.
- Approach to Change: Develop women’s skills through training, coaching, etc.
- Benefits: Helps individual women succeed; creates role model.
- Limitations: Organisation remains unchanged; blames women as source of problem.

### **Frame 2: Legislate “Rely on the State”**

- Source of the Problem: Structures of power & opportunity yield less access, fewer resources for women.
- Vision of Gender Equity: A level playing field.
- Approach to Change: Policies to compensate for structural barriers, e.g., affirmative action, work-family benefits, mentoring programs.
- Benefits: Helps recruit, retain, and advance women; eases work-family stress.
- Limitations: Has minimal impact on organisational culture; backlash; work-family remains “women’s problem.”

### **Frame 3: Celebrate “Value Differences”**

- Source of the Problem: Women’s skills not valued or recognised.
- Vision of Gender Equity: Differences recognised, valued, preserved.
- Approach to Change: Diversity training; reward and celebrate differences; “appropriate” job placement.
- Benefits: Legitimizes differences.
- Limitations: Reinforces stereotypes; ignores the exercise of power in the differential valuing of difference; leaves work culture and processes in place that produce and/or exploit differences.

### **Frame 4: Transform “Change Work Culture”**

- Source of the Problem: Conventional “knowledge” about success in the workplace is narrow. Routine work practices and norms designed by and for white western, middle-class men and therefore reflect their values, attributes and life situations.
- Vision of Gender Equity: Learn from the margins; process of identifying & revising biased/ineffective practices; gender no longer an axis of power.
- Approach to Change: Emergent, localised process of incremental change in work practices and norms.
- Benefits: Gender = women *and* men; Exposes subtle gender biases; changes organisational culture; continuous learning; enhances effectiveness of men, women and the organisation.
- Limitations: Change is at deep level and encounters resistance that it takes time to deal with. (Resistance to changing/reducing opportunities to “do gender” in the workplace; resistance to changing norms of what it means for individuals/institutions to be successful, etc.).

## How to look for “small wins”

Norms and work practices	Equity?	Work Effectiveness?
<ul style="list-style-type: none"> <li>The work and how its done Meeting times; deadlines; scheduling; tacit definition of “output”, alignment of job descriptions with actual tasks/skills,</li> </ul>		
<ul style="list-style-type: none"> <li>Interaction patterns and styles Who speaks? Who listens? What interaction/conversational style is considered “normal”? What interaction/conversational style is considered “deviant”? How/when/where are decisions made?</li> </ul>		
<ul style="list-style-type: none"> <li>Contribution What behaviour/output is considered valuable? Connected to goals/mission? How is output measured? What behaviour is reinforced/rewarded? Is there a difference in the type of behaviour rewarded in the formal vs. the informal rewarding process?</li> </ul>		
<ul style="list-style-type: none"> <li>Competence What behaviour demonstrates competence? Who is an “ideal” worker? Where are the opportunities to demonstrate competence? How does one earn the respect of colleagues? Is there a difference in how one earns the respect of colleagues vs. the respect of leaders/managers/supervisors?</li> </ul>		
<ul style="list-style-type: none"> <li>Commitment Formal and informal measures of commitment (e.g. norms of “never say no” and “do whatever it takes to get the job done”)</li> </ul>		
<ul style="list-style-type: none"> <li>Time What are the politics of time in the workplace? What time of day is most valuable and why? Who has autonomy over time spent at work? Who does not? Is this in line with the requirements of the job?</li> </ul>		
<ul style="list-style-type: none"> <li>Images of leaders, leadership, good worker Who are the leadership role models? What is their life situation? What are the assumed requirements of the leadership job? To what degree is this in line with goal/mission of the organisation?</li> </ul>		

## Small Wins Strategy

- Gender inequities are not about individual women and men but are rooted in workplace practices and norms that appear natural and neutral.
- Programs and policies that focus on women fix the symptoms not the causes.
- Small wins involve challenging practice at multiple levels in order to achieve greater equity and effectiveness.

Systemic: Use a gender lens to analyse and challenge work practices.

Diagnose: Interviews, discussion groups, seminars, workshops.

Identify key cultural patterns and their consequences for equity and effectiveness (dual agenda).

**Design** “small wins”: Collective, emergent process of designing and implementing small wins changes.

**Define outcomes and metrics:** Two types of metrics, equity *and* work effectiveness.

**Implement:** On-going inquiry, refinement, and inclusion.

**Individual:** Use gender lens to analyse individual situations:

What is my problem?

What does gender have to do with it?

What “small wins” strategy can I use?

**Name:** “Change the narrative” from individual to systemic; link to effectiveness goals.

**Norm:** Challenge/question ineffective, out of date, or dysfunctional norms.

**Negotiate:** What power do you have? What do you need to ask for?

**Network:** Find “thinking partners”; advocate for others.

# Chapter 3: Recruiting and retaining women researchers in knowledge-based organisations

**Coordinator of the workshop:  
Anne Søyland, Adviser, Research Council of Norway, Section for  
Feminist Research Policy.**

## Lena Trojer: Graduate School for Women – Towards Leadership Qualifications within Research Organisations.

**Technoscience Studies. Blekinge Institute of Technology, Sweden.**

### Introduction

This paper presents a project which tried to find alternative ways to secure increasing numbers of female leaders<sup>23</sup> within a technical faculty.

The leadership role at our universities is changing and must be changed due to significant transformation of the prerequisites for the universities. The understanding of the university as a public service with a traditional, autonomous structure is altering in favour of seeing the university more as a public investment for the development of the region and the society as a whole. We find intertwined connections between university, industry and society. Additional competencies for academic leadership compared to traditional ones are increasingly emphasised in national as well as EU contexts<sup>24</sup>.

Luleå University of Technology (LTU) has explicitly worked with gender equality for more than 15 years, in order to increase the number of female students, teachers and researchers at technical faculty. The university has been relatively successful in raising and keeping the number of female undergraduate students, above the national average for long periods. It has been less successful to keep the graduated female students in PhD studies, and poor in recruiting women to academic leader positions.

Because of the low number of female professors and supervisors at LTU, the university was motivated to invest in a large endeavour, in a project called Graduate School for Women at technical faculty. The project was an experiment, which developed its own forms of work and which was found to be satisfying also for the university organisation.

The Graduate School for Women at LTU was the first graduate school for women in Sweden, and, moreover, placed within a technical faculty. The graduate school was a three-year project starting in September 1995. Fifteen female PhD students were admitted. One eighth of the time and content of the individual PhD programme was devoted for the Graduate School. The aim of the Graduate School was to increase the number of female research supervisors, teachers, and leaders in the technical sector, and to promote the recruitment of women to techni-

cal programmes and research. Besides initiating the graduate school, the university also wanted to assist in the development of a model for a well functioning research programme considering the prerequisites and needs of the individual student. The main theme for the Graduate School for Women was *Leadership qualifications within research organizations*. The budget included slightly more than 17 million SEK (12 million SEK from the technical faculty of LTU, 5 million SEK from the County Administration Board of Norrbotten, 380 000 SEK from the Swedish ministry of education and Swedish council for planning and co-ordination of research)

The participants of the Graduate School was selected and appointed among female graduate civil engineers and female research students at technical faculty, who had not been doing research for a longer period than one year. The recruitment included the supervisors of the female research students (all male and 13 in number). Their positive interest in the project and research supervision was seen as a resource for the Graduate School. The research students represented 9 different institutions at Luleå University of Technology namely; Computer Science and Electronic Engineering (2), Civil and Mining Engineering (1), Mechanical Engineering (1), Human Work Science (2), Mathematics (1), Environmental Planning and Design (3), Materials and Manufacturing Engineering (2), Chemical and Metallurgical Engineering (2), Business Administration and Social Sciences (1).

The competence building for academic leadership included in an explicit and comprehensive gender equality initiative was the basic idea of the project. It might be natural (cultural) to suppose we should focus on knowledge about women's specific situation and conditions together with skill training out of gen-

<sup>23</sup> With leader is meant professor, associate professor, research supervisor, and in the very long run dean, etc.

<sup>24</sup> One recent example is a EU conference about the relationship between the academy and industry / society, 17 April 2001, Karlskrona, Sweden, where the Swedish minister of education and research, Tomas Östros, emphasised the academic leadership question.

der perspective in the programme of the Graduate School. *We believed something quite different was needed.* We saw the Graduate School as a transformation project not only for the female PhD students but for the whole organisation. That is, the established PhD education didn't include competence building for leadership, which was identified as a serious lack by the management of the university and the faculty.

Quite some time after the project had finished, an article in Harvard Business Review<sup>25</sup> confirmed our ideas how to reach more sustainable changes. The authors stated it is not enough to assimilate women and teach them the games their mothers never taught them (play the boys' game), to accommodate the unique needs and situations of women by for instance offering mentoring programme or to emphasise the differences that women bring to the workplace. All these solutions deal with the symptoms of gender inequality rather than the sources of inequality itself. Instead the suggestion is that we should turn towards the existing system itself and emphasise it can be reinvented by altering the raw materials of organising and (I want to add) of knowledge production.

### The programme content

The programme of the Graduate School is most easily described in terms of the more visible activities such as PhD courses, development project, seminars, study tours, mentorship, and build-up of the network.

The more invisible work should not be underestimated. Interactions and reactions, attempts of development and change at various levels within the university have occurred as consequences of the Graduate School. Parts of this were possible to see and describe, while other parts are still invisible or too delicate to write about considering the state of dependence that all PhD students always are in.

### PhD courses

PhD courses made up a large part of the activities in the Graduate School. The main theme of the entire project, and consequently for the courses, was *Leadership qualifications within research organisations*. The following PhD courses were given to the students in the Graduate School:

- Communication in the process of research supervision (3 p)<sup>6</sup>
- Project planning and project financing (2 p)
- Pedagogy and ways to spread information about research (3 p)
- Theory of science (2 p)
- Research and EU financing (1 p)
- Leadership in research organisations (2 p)

<sup>6</sup> 1 p represents one week's full time studies.

<sup>25</sup> Debra Meyerson and Joyce Fletcher "A Modest Manifesto for Shattering the Glass Ceiling", Harvard Business Review, Jan, Feb 2000, pp 126 – 136

It was a conscious and important policy to make all PhD courses open to all interested research students at the university. The arguments for this policy were:

- to strengthen the dialogue and the contacts between the participants in the Graduate School and the other PhD students at the university. As such, this was a goal, but it also contributed to counteract possible tension between students within and outside the Graduate School, and was one part in the continuous work to establish the project at the university.
- to contribute with a certain competence that, in general, was considered important for a research programme, but was not available in other courses at the university.

### Development project

During the planning of the Graduate School, a personnel developer was contacted. Two standpoints were important; the participants should get access to professional supervision for personal development, and the Graduate School as a group should get access to professional supervision for the development of functioning group dynamics.

The overarching idea of the work was to elucidate the obstacles to communication processes. The result is, at best, an ability to take responsibility for one self and to answer to signals from the surroundings. This quality is necessary for a PhD student who wants to become independent and ready to take the responsibility for her own research and other important parts of life. It is also a precondition for being able to meet the idealistic view that many supervisors have of a PhD student without knowing how to realise it. This idealistic image is a PhD student who is active, productive, and full of initiative in his or her own research as well as in the contact with the supervisor.

The method of working was holistic and experimental, and was based upon a gestalt therapeutic frame of references. The method required an active, personal participation and responsibility, and a willingness to become engaged. The purpose of the development project was an increased awareness concerning the individual personality, the personal leadership, communication, motivation and feedback, confrontation and conflict solving and finally group functions.

### Seminars

A need for seminars emerged in the Graduate School. The seminars were held as follow-ups to courses, as meetings with persons visiting the university, or as meeting between the PhD students and their supervisors.

### Study tours

During the project time, the PhD students of the Graduate School had the opportunity to make two longer journeys to present and discuss experiences from the project and issues that had arisen in the Graduate School. The first trip was a visit to MIT,

Cambridge, Massachusetts, USA in 1997. The programme comprised

- individual visits at research departments
- a graduate student roundtable on women and engineering
- a state dinner with the management of MIT
- a faculty roundtable on gender and techno-science
- café seminars in Boston and New York with the president of Luleå University of Technology.

The discussion circled around questions of gender equality and the difficulty at MIT to achieve an acceptance where women are equal to men. The issues that the students of the Graduate School raised were apparently highly relevant for the situation at MIT, proving that there is much work to be done before it is no longer a disadvantage to be a woman as a student or a researcher.

The next trip was in July 1998 to Sydney, Australia, where the Graduate School participated in an international conference called *Winds of Change: Women and the Culture of Universities* in Sydney in July 1998, organised by the Women's forum of the University of Technology, Sydney (UTS). The PhD students of the Graduate School had a workshop at the conference and introduced the following four themes:

- Arguments for equal numbers: what are the arguments used in Sweden and elsewhere for more equal numbers of women and men in technical science among research students?
- Our situation as women and graduate students at a technical faculty
- To balance life: how to combine a family life and a research career
- Graduate School for Women: what does it mean for us?

### The mentorship programme

During spring 1997, preparations began for the mentorship programme that was planned for the last year of the Graduate School. The preparations meant that the participants tried to imagine what a mentorship could imply and to identify their personal wishes for what a mentorship programme should contain. Varying ideas, wishes, and geographical locations made this project diverse, rich in experiences, and difficult to keep together as a homogeneous project, though the latter was not necessary or even desirable. The mentorship programme started during fall 1997. Some students chose to wait further with getting a mentor, while others had no need for a mentor. In January 1999 a group of PhD students at the Graduate School organised a mentor seminar at the university. The PhD students, their mentors, and other interested persons at the university participated.

### Networking

The single activity, which probably developed the network between the participants in the Graduate School the most, was the development project pre-

sented above. The group started visiting each other's departments during 1996, in order to see how their research was conducted and to get a more thorough introduction to each other's research projects. This professional exchange proved to be an important part of the network. It constituted also an interesting, if not entirely clear, interdisciplinary development process. Networking among colleagues in the organisation occurred. The PhD students at the Graduate school also had the opportunity to build professional relationships at different levels within the university as a result of participation and engagement in the project by the president, the initiatives and follow-ups by the Personnel Development Office and of contacts with the Faculty Board.

A more detailed presentation of the activities at the Graduate School is found elsewhere<sup>26</sup>.

### Some conclusions

Out of the collected experiences it is fair to state that it is possible to

- combine a research carrier, family responsibilities and private life
- develop efficient networks between doctoral candidates as well as between doctoral candidates and other staff members at different levels within a technical university
- create motivation and competence for leadership tasks (as research supervisor) among female doctoral candidates at a technical faculty
- create driving forces for the development of research education and research supervision in general at a technical university
- develop and broaden the view of transformation processes in traditional and stiff organisations
- strategically, concretely and down-to-earth work for gender equality by means of a project like the Graduate School for Women

### Research and family

One important goal of the Graduate School was to generate prerequisites for combining serious research with family responsibilities or important interests outside the research education. Because of the still dominating norm of 'research is a mission in life', there was a need to be explicit about the fact that the combination just mentioned has no negative impact on the research education. When troubles occurred it was due to problems with the supervisor or too much teaching and therefore less time for research education. Research can represent a considerable part of life of the individual, but it can't constitute everything. It is a part of a whole life. Eight children were born during the three years of the project.

<sup>26</sup> Lena Trojer, 1999, Luleå University of Technology, Leadership qualifications within research organizations Kompetens för Ledarskap inom Forskningsorganisationer – en kvinnlig forskarskola för förändring vid teknisk fakultet

## The competence of research supervision

Experiences clearly prove the weight of the supervisor function during the doctoral studies. Grave problems are identified in several investigations. Research supervision is a skill, which needs to be developed both in motivation and competence. A sufficient research supervision is based on a broad competence – all from personal maturity to research policy. A major part of the activities within the Graduate School contributed more or less explicitly to the proficiency in research supervision.

The impact of the training for a majority of the Graduate School participants was a pronounced motivation to be a research supervisor herself or to have a leader position in other organisations than universities.

## Driving forces for development

The evaluation of the Graduate School demonstrated the project to create distinct driving forces for the continuing work at the university to develop and improve research education and supervision skills. One professor expressed the driving force like “*At each occasion the last years where I have participated and where research education is considered, the example of the Graduate School has been brought up and discussed. There is no doubt about its impact on the debate e.g. to force the supervisors to specify their standpoints and opinions.*” The failures in form of the two drop-outs (one participant though finished the programme of the Graduate School) contributed to the driving force of change by exposing problems and achieving some alteration. The department concerned decided to have two supervisors appointed to each PhD student.

The project was assessed to increase the interest of leadership development and gender equality at the university.

## Processes of change

In order to start processes of change some vital conditions have to be met. Enough time is crucial for the continuity of the project. The economic resource available, that is three years project time, satisfied this condition. The same person as project director and the same persons in the reference group also secured the continuity during the whole project. Another requirement was a thorough preparatory and anchoring work in the existing organisation. Several persons were involved in this.

In all transformation processes - certainly in traditional and stiff, change unwilling organisations like

universities - it is a matter of avoiding to be at the same place as all others, avoiding to be in the already known. Perhaps the most important prerequisite for change processes is to have no known and available answers, *when the project starts*. The Graduate School invented opportunities to look for interesting, substantial, competence-creating answers in untested ways. The activities tried to develop complex answers instead of the too unambiguous and simple ones. It was up to each and one to consider and use the answers, which gave meaning, relevance and skill in the chosen context. This is not an easy work, as “*with the loss of simple answers the questions too have become infinitely more difficult*”<sup>27</sup>. The work can thus be challenging not only for the organisation but also for the participants of the activities.

The actual programme of the Graduate School was a conscious effort to find other and new ways towards transformation potentials – potentials the already known ways failed to produce. If the effort is called participating provocation, the Graduate School proved the university to stand this type of provocation and the motions in the organisation not to come to a halt. The effort has a continuation beyond the three years project, see below.

It is complicated to found potentials of change concerning gender equality. The efforts for gender equality within the Graduate School proved that the broadening of understanding and knowledge about research processes was more important than focusing the gender character of the PhD student. Neither the activities of personal development were concentrated on gender differences or female character. The Graduate School for Women turned the woman question towards the research process question in order to find gender equality strategies.

## What has followed?

Out of the 15 participants in the Graduate School for women<sup>28</sup>

- 7 have a doctorate degree
- 2 more will receive a doctorate degree in the year 2001
- 4 have a licentiate degree
- 2 left to work in industry before any degree

This is just a measure of a quantitative surface. Under that surface hides competencies, advancements, visions, strategies and further multiplicity of experiences, which need one book or two to be illustrated.

The annual report of Luleå University of Technology for the year 2000 gives a sign of what has followed. The report includes

An important reason for the increase of admitted women (to PhD studies) is The Graduate School for Women. **In the autumn 2000 the second graduate school for women started** at the university with 13 participants, 10 from the technical faculty and 3 from the philosophical faculty. The first Graduate School for Women in the country started 1995 at Luleå University of Technology as a strategy to contribute to an increasing recruitment of female PhD students and in the long term an increasing number of female teachers, research

chers and research supervisors in technology and natural science. Out of the good experiences the University decided to start another one and broadened it to include also the humanities and social science.

In addition the University has taken several concrete initiatives for increasing the skills of leadership and research supervision among the staff. This can be followed at [www.luth.se/univ/arsredo](http://www.luth.se/univ/arsredo)

## Further readings

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A revised version translated and to English will be published autumn 2001 by the Luleå University of Technology.

<sup>27</sup> André Brink, 1991, *An Act of Terror*, New York, Summit books.

<sup>28</sup> in June 2001

# Ólöf Sigurðardóttir: How to recruit and retain women researchers in higher positions

**Chairman of the Medical Women's Association in Iceland  
Specialist in Clinical Chemistry at Landspítalinn University  
Hospital Iceland**



(Based on a PowerPoint presentation.)

## Introduction

Network for women in science at the Karolinska Institute (KI) 1993  
Mentoring programs

## Network for women scientists

- The committee for gender equality at the KI started this project in 1993
- PhD students and active women scientists at the KI and neighbouring institutes were invited to participate. About 150 women participated.
- The main issue was to strengthen co-operation and the position of women scientists.

## The network main objectives

- To support scientific and academic careers at the KI
- To increase the flow of information between women in science
- To increase the number of women in leading and higher positions where they can have influence
- To make science about women more important and women's methods in science more visible and interesting
- To facilitate discussions between women scientists

## The network meetings

At the KI and connected hospitals, meetings were held weekly at lunch where tables were labeled with the network logo.

- Education

Lectures:

- About historical gender equality
- Gender difference in general
- Statistical information about women status in general and at universities

Courses:

- Leadership, finance, how to fill in applications for employment and grants.

## Lectures

- The difference between the gender in leadership
- The different forms of expression between gender

Consequences:

- Power and influence
- Competition
- Debating
- Negotiations

## Mentoring program

Was initiated because

- few women were in high positions at the KI
- of the influence of the network at the KI

Too many women quit after their PhD studies Too much creative potential is lost when so many women quit Women need a mentoring program after their PhD studies

The mentoring program at the KI was an experimental project from 1994-1995. The main objectives were to:

- Support women in science in the beginning
- Increase the number of women in higher positions later

13 pairs were selected. The mentors were all professors at the KI:

- 10 men and 3 women
- 13 women that had recently finished their PhD
- Each pair met monthly for one year and discussed the strategy in a wide manner: "How to make a career in science."
- All the pairs met after 6 and 12 months

Results were very positive for both partners.

- Should it eventually give merit to be a mentor?
- Special courses for mentors

Lists of references for mentors were given.

"Women are discriminated in Swedish medical science", Christine Wennerås och Agnes Wold, *Tidning för yngre läkare* (TFYL) 5/95: 34-35.

- Dagens nyheter 22/1 and 26/2 1995
- 5,3 fold more difficult for a women than a man to get a special science position at the Medical Science Committee (MFR Medicinska forskningsrådet). They have to have more publications and international citations than men do.
- It is 50 % more difficult for a woman to get the first big science grant than for a man.

MFR started a mentoring program for women in 1995.

## The situation in medicine in Iceland 2001

Very few women in high positions in:

- Clinical medicine
- Medical science
- Faculty of medicine and committees at the University and University Hospital

There is little information available. How many medical women and men have finished PhD studies in medicine? How many apply for positions and grants? How much do they get? etc.

## Number of Medical Doctors at the University of Iceland

	Period	Nr	%	Men	%
<b>Women%</b>					
	1912-1921	40	2	38	95
	1922-1931	58	3	57	98
	1932-1941	79	5	76	96
	1942-1951	77	4	70	91
	1952-1961	173	10	164	95
	1962-1971	187	11	171	91
	1972-1981	388	22	340	88
	1982-1991	447	26	312	70
	1992-1999	297	17	169	57
	Total	1746	100	1397	80

## Medical Doctors at the University of Iceland 1912-1999

	Men %	Women %
1922-1931	98	2
1932-1941	96	4
1942-1951	91	9
1952-1961	95	5
1962-1971	91	9
1972-1981	88	12
1982-1991	70	30
1992-1999	57	43

## Students and candidates, Faculty of Medicine, University of Iceland

	Women that start	Men that start	Women that finish	Men that finish
1983	49	84	14	31
1984	46	69	11	34
1985	36	53	12	38
1986	40	38	16	44
1987	52	61	12	31
1988	39	44	18	30
1989	37	57	14	24
1990	59	70	9	22
1991	55	55	13	19
1992	60	75	14	16
1993	63	52	25	13
1994	55	62	14	27
1995	51	75	8	25
1996	69	74	21	19
1997	82	57	21	21
1998	90	65	12	21
1999	132	84	14	24
2000	142	71	13	21

## Medical doctors in Iceland 2000

	Women	Men
61-70	6	94
51-60	10	90
41-50	21	79
31-40	42	58
27-30	40	60

## The number of Icelandic PhD graduates in medical sciences 1990-1999

	1990-1994	1995-1999	1990-1994	1995-1999
Women	3	14	1	6
Men	25	33	24	30

## Faculty of medicine at the University of Iceland, December 2000

	Women %	Men %
Professors		100
Docents	18	82
Lectors	17	83
Students	67	33

## University of Iceland 1997

	Women %	Men %
Professors	7	93
Docents	20	80
Lectors	47	57
Part time	42	58
Students	57	43

# Future- and solution-oriented approaches

## Plenary session

### What can we do in Iceland?

Women that sue to the Committee on Equal Status usually do not get their rights corrected and they become “marginalised”.

- Build a network for women scientists
- Start a mentoring program
- Start a education about gender differences and equality at all levels in higher education
- Increase the number of special scientific positions
- Special months dedicated to science only
- Measures to unite family life and work
- Measures to make it possible to “come back”
- Increase the number of women in higher academic position and committees at the University of Iceland and the University Hospital
- Clearer methods are needed to evaluate applications for higher positions and grants

### Special measures for women only

Special measures are needed in Iceland like in many other countries to change the situation faster (at least temporary):

- Special funds, positions and awards only for women
- Women science center
- Close observation to make sure that the “Act on the Equal Status and Equal Rights of Women and Men” is followed

### Special situation for medical doctors scientists in Iceland

Most medical doctors get their special education abroad and finish their PhD in the country where they studied.

Most often they have to build up a new science network when they move back.

The research company Decode Genetics makes the situation in very special.

### Medical Women’s Association in Iceland

Established in May 1999  
210 medical women living in Iceland 1999  
70 became members the first year (1/3)  
Today about 90 members  
Why so many?

“It’s a myth that a higher percentage of female physicians results in lower status of the profession and lower salaries” (*Läkartidningen*, 28<sup>th</sup> February 2001 98 (9): 968-70).

### Three significant events at the University of Iceland year 2000

In April 2000 an agreement was signed between the University of Iceland and the Icelandic Equal Rights Commission to launch a project within the University

called “Women to Leadership: Gender equilibrium in study-fields”, with the aim of promoting woman leadership in all spheres of society as well as gender equilibrium in all fields of university studies.

The main focus of the project is to increase the number of women in subjects in the sciences, in order to lay the ground for equal opportunities of the sexes in the information society at the dawn of a new millennium.

Also, a new post for a lector in Gender Studies was advertised at the University. This post is the first of its kind and even though limited to two years constitutes a major breakthrough and will enable the field of Gender Studies, founded in 1997, to further develop and increase research in the domain.

Further, a cooperation agreement was signed last summer between the University and the Reykjavík City Council to launch a project at the University focusing on research of equality.

The aim of the cooperation is to promote research in the field of women and gender studies, focusing on equality research. This will be effected by applying for and participating in Scandinavian and European research plans and by implementing equality research among scientists and students at the University of Iceland. The agreement also provided for a new post at the Center for Women Studies.

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Science policies in the European Union: Promoting excellence through mainstreaming gender equality. A report from the ETAN Expert Working Group on Women and Science 2000

Act on the Equal Status and Equal Rights of Women and Men (Iceland, 2000, number 96, 22<sup>nd</sup> of May)

Gender studies in Iceland: [www.hi.is/stofn/fem](http://www.hi.is/stofn/fem)

# Gro Johnsrud Langslet: Solution-focused approach

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## (Abstract based on the lecture.)

The ideas of Solution Focused Approach (SFA) differ from the traditional approaches to problem solving. Traditional ideas suggest that problems must be analysed and understood, before they can be solved. One should know all aspects of the problem beforehand: Who is involved, for how long has the problem existed, and how do people perceive the problem? Then the quest for the real cause of the problem can begin. The idea is that the problem can only be solved if these causes are eliminated.

In the case of problems related to the individuals' behaviour, the hypothesis is that the persons involved should acquire full knowledge of the problems in order to change their behaviour. Subsequently the person in question should be confronted with his or her weaknesses.

Many experience that this approach to problem solving just makes matters worse. When problems are related to individuals' actions or behaviour, it is almost certain that problem analyses and direct confrontation leads to the feeling of being accused. The natural reactions will be to explain and defend one's actions, attack the "opponent" or refuse to participate. The problem is that these reactions will often reinforce the negative climate, which of course does not contribute to constructive problem solving.

Perhaps the "insufficiency language" used in traditional problem analysis contributes to these unwanted effects? The insufficiency language names the persons' mistakes and weaknesses, and their possible causes. The subsequent explanation of causes often points to a disturbed character or "personality".

## Central ideas in Solution Focused Approach (SFA)

A central idea in SFA is that language largely affects our experiences, and that problems are easily reinforced when a problem-oriented language is used. The hypothesis is that we resuscitate the emotions connected with the problem each time we discuss it. When people are confronted with their flaws and weaknesses, these qualities often multiply. You get more of whatever you focus on and thus the focused

behaviour is repeated. It is therefore more beneficial to talk about what one wants more of, instead of what one wants to get rid of.

## The perspective of "both sides"

Another central idea of SFA is the fact that all stories have other stories woven into them. All problem stories are "double stories" about things that work, and things that do not. Even in the most intricate of conflicts there are conflict-free zones, and sometimes the problems are less prominent or perhaps even non-existent. In problem-saturated situations it is difficult to detect these "problem exceptions" or the aspects in which the expected problems are absent. The SFA idea is that these situations must be studied in order to find the seeds of the solution.

The "both sides" perspective offers a choice in which one can choose which aspects of reality to focus on and discuss. The focus of solution means to discuss future wishes instead of problems. Instead of analysing the causes of the problems, one points out the aspects in which the organisation is successful. Instead of analysing and explaining the problems, one stresses the explanations and analyses of the progress that is made. And instead of making each part admit to their mistakes, weaknesses and problem-inducing actions, one points to their strengths, advantages and qualities.

## Focus on the wishes

The main idea of SFA is to highlight one's wishes for the future and the path that leads to these objectives. A focus on future goals and smart moves to get there, contributes to the idea of the solution. The more detailed one drafts one's wishes and hopes for the future, the clearer it is to see the advantage of making them a reality. Once people realise which actions are successful, and which talents they must use, these actions and qualities will multiply.

The hypothesis is that the preferred change will happen faster if one focuses on what works, instead of finding out what does not. Instead of searching for mistakes and correcting them, one looks for what is

right in order to develop this. By discussing the aspects that are recognised as solution-producing actions, it is believed that one achieves the goals easier than by focusing on problem behaviour.

## Even the longest journey...

Even the longest journey starts with a first step. Within the SFA theory, one strives to distinguish and

walk one step at a time. The focus is on limited, concrete and realistic change that can easily be achieved. Firstly, this increases the possibility of quick success. Secondly, it is believed that initial small changes eventually cause bigger change.

Liselotte Lyngsø:

# Scenarios for the future Academia – What are the main driving forces affecting researchers in the coming decades?

Project manager, The Copenhagen Institute for Future Studies.



(Based on a PowerPoint presentation.)

What is futures studies?

- To stress possible lines of development from the present and the past
- Wildcards
- Megatrends
- Scenarios
- Many possible futures in the present
- Many perceptions of the past and present (the eyes that see)

- Most importantly: The future is susceptible to influence
- Future Visions by Great Americans  
“In the future computers will weigh as little as 1,5 tons.” Popular mechanics, 1949.  
“There is a global market for app. Five computers.” Thomas Watson, director of IBM, 1943.  
“But – what is it going to be used for?” Commentary to the microchip by an engineer, IBM 1968.  
“There is no reason why anybody should have a computer in their home.” Ken Olsen, founder of digital equipment, 1977.  
“540 k should be sufficient for everybody.” Bill Gates, 1981.
- Megatrends  
Networking  
Globalisation  
Wealth  
Knowledge Society  
Individualisation  
Acceleration,  
24-hours society  
Ethos, environment, health  
IT / Digitalisation
- Change in Technology Changes Our World  
First the way we do things - faster, more efficiently,  
Then what we do: new uses invented

Then our environment: how we work, live, think, feel  
Not until a new technology becomes “something different” does it have impact on society  
Information technology is just starting to become “something different”

- Look out for the megatrends!  
Focus on core competencies – Knowledge society  
The university as a business – commercialisation  
“Intelligent agents” – digitalisation  
Increasing pace of change – Life long learning  
The end of secrecy and knowledge property – networking  
From information to imagination – immaterialisation  
From researcher to critical consumer - individualisation  
The fight for labour – attractive work/study environments  
The fight for resources – Public spending limitations  
Uncertainty – example  
Regulated market  
User or expert

The future of academia – 4 scenarios:

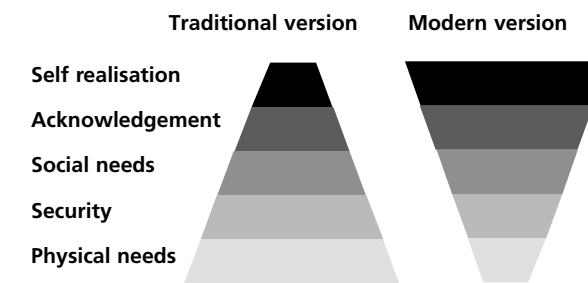
1. Top-down  
Certificates  
Grades  
Independent  
Clearly defined  
Ethical counterweight
2. Free agents  
Mentor/coach  
Alternatives  
Room for all  
Individual branding  
Virtual e-learning
3. Bottom-UP  
Campus – adaptive  
Student democracy  
Integrated learning  
Cross-disciplinary  
Physical networks  
Informal idea-sharing

4. Earn as you learn  
Value for money – utility  
Private funding  
Just-in-time  
Corporate universities

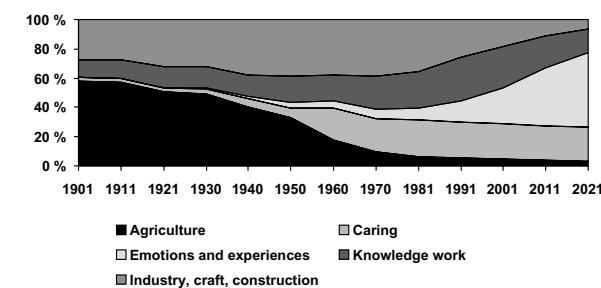
- How long does a society last?  
The Agricultural Society around 10.000 years  
The Industrial society around 200 years  
The Information Society?  
Societies co-exist - they float into one another  
The future of academia - a scenario for the longer term  
After the Information Society

FROM INFORMATION TO IMAGINATION?

- Maslow’s Needs Hierarchy



E-Academia  
You produce your own education  
involvement and control  
individualised programmes  
“just in time”  
life-long learning LLL  
Pooling of knowledge, projects and tasks  
10 brighter than 1  
Education is play and stealth learning  
Change - the attitude to learning



The Work Force 1901-2021

Focus in the Future: From Brain to Heart

- BRAIN  
Physical need  
Practical  
Comfort

Sensible  
Common Sense  
Rational

- HEART  
Experience  
Identity  
Aesthetics  
Esteem  
Impulse  
Emotions

- Future Job Titles  
Chief Imagination Officer  
Culture Team Leader  
Messaging Champion  
Intangible Asset Appraiser  
Director, Mind and Mood  
Assistant Story-Teller

- Staff/student or Member?

University  
Staff/students  
Knowledge capital  
What knowledge do we produce?

Tribe  
Members  
Intellectual capital  
Story-telling capital  
Social capital  
Passion  
Who are on the team to share knowledge?

From story to research

- The BIG slide:

Society	Hunter & Gatherer	Agriculture	Industrial	Information	Imagination
Unit	The Tribe	Family	Hierarchy	Networks	The tribe
Playing field	The cave/tent	farm	Factory	Office	Themed environment
The admired person	The oldest	Head of family	Capitalist	Expert	Story-teller
Value	Spirits	God	Products	Knowledge	Experience

- The last slide:  
The Dream Society is a scenario  
It is the last big transformation?  
It will place new demands on academia  
Can computers produce feelings?  
Deep Blue’s child wins a Nobel Prize in 2012

More info on: [www.cifs.dk](http://www.cifs.dk)

## Conference participant Anja C. Andersen, Post. Doc. at the Astronomical Observatory, Copenhagen University: Conference impressions and thoughts

**The conference setting was marvellous with a grand view over Oslo and the weather was wonderful – warm and sunny. I am very pleased that NorFA decided to take this initiative of “reviewing the Nordic experiences on actions for gender equality in Academia”.**

The organising committee had invited Vigdís Finnbogadóttir to give the opening speech and she stayed for the whole conference and participated actively in discussions, which was indeed very inspiring. It was interesting to hear the thoughts and experiences that Vigdís Finnbogadóttir had gathered over the years and how she had dealt with power when she was the President of Iceland. I also very much enjoyed hearing about her present job as chair of COMEST<sup>29</sup> and how she felt that being a women chair did make a difference for the choice of problems that the committee decided to deal with. Vigdís Finnbogadóttir stressed one very important issue, which is relevant to remember for other similar conferences: the lack of male participants. As she put it: “without the men nothing will change”. I do not know if the lack of men was a result of invitations primarily sent out to women, or if it was rather a result of women being the only ones who found the title “Women in Academia” interesting. Whichever it was I think that Vigdís Finnbogadóttir has an important point. We have to somehow make the men interested enough to consider it worth their time, but how?

Carol Lee Bacchi’s talk on how language can play an important role in the definition of problems related to gender was an eye-opener for me. I had not given much thought to this before and I therefore found it fascinating. Although it was somehow depressing to realise that in the way the term ‘mainstreaming’ is used, emphasis is placed on how women can be accommodated/incorporated into the

existing institutional system, instead on how to make the necessary changes in the system. But this was probably the most useful new information I got at this conference, since now that I am aware of it, I am able to try to oppose it.

I chose to participate in the workshop “Building good indicators for equality in academia, the Nordic countries in a comparative perspective”. The coordinator Barbara Hartung opened the workshop by giving some insight into how she viewed the situation for women in academia in Germany. After that, Brigitte Degen presented the very interesting ETAN report<sup>30</sup> that had just been released. Brigitte Degen informed about how difficult it was to get proper statistical information relevant in relation to gender balance in science and technology in Europe. Since I happen to know how difficult such information can be to get hold of in Denmark it did not surprise me that the problems was at least as great within the common EU bureaucracy. What impressed me was the persistency that Brigitte Degen displayed. This made me quite optimistic that although things move very slowly (much too slowly), progress will be made thanks to people like her that keep pushing “the system” to deliver the first important tool, the statistics showing what the situation is actually like within the EU. Then we can discuss real facts and not just the various impressions we all might have.

Karin Kjær Madsen gave some depressing information on how the situation related to women in academia in Denmark had not really improved over the years. There was not much discussion in the workshop, partly because there was not much time after the three presentations but also partly because it was a bit unclear what we should/could discuss. We all agreed that statistics is vital, and that it is terrible that gender statistics in academia does not have high priority within Eurostat. The only thing to say about the Danish examples is “Oh, I am glad that I do not live there”! Although I found all the information that I had received at the workshop very interesting and also relevant, the workshop did not at all fulfil my expectations. I had expected (based on the title) that we would be told a bit about the different strategies in the Nordic countries on how they deal with the lack of women in academia. Based on this information I had expected a good discussion on which strategies we would say had worked and which did not, i.e.

were the Tham professorships in Sweden a good move? A lot of initiatives seem to have been taken in Finland over the last years and I would really have loved to hear more about what they have done and how they evaluate the significance of it. Since Norway and Iceland are not EU member states no numbers on the situation in these two countries was presented.

The day ended with a wonderful conference dinner. In addition to excellent food and wine the organising committee had engaged the “Strinda Strings Quartet” for musical entertainment. The quartet consists of four young men who were brave enough to admit that they found it a bit frightening to perform in front of nearly 100 women, but nevertheless, they performed wonderfully. At the conference dinner I noticed one thing: The seven men that also attended the conference had a tendency to clump together, so instead of spreading over seven tables they were concentrated at three tables. I recognise this pattern in myself at conferences, but I am not sure if the men realised their pattern of behaviour?

Gro Johnsrud Langslet opened the second day talking about solution-oriented approaches. It was an interesting talk but I find the things she stressed more relevant for my relationships with my husband, children and parents, than for my work situation. Liselotte Lyngsø presented scenarios for the future academia according to her title. The talk was one of the standard talks from the Institute for Future

Studies and it was not angled towards Women in Academia at all. The talk therefore seemed quite out of place. Liselotte Lyngsø emphasised that the future will bring us towards the “story-teller society”. As icon she used Steven Spielberg but had she considered the conference participants, then Astrid Lindgren would seem a better choice.

Merete Reuss summed up the conference and emphasised that “the work carried out in the EU is of great importance but maybe the Nordic countries could contribute to qualifying the analysis of statistics and indicators”. This I think would be very relevant to take up at the next conference, if NorFA could be convinced to organise another conference on the topic of Women in Academia? What I missed at this conference could then be discussed there. I would love to hear talks by Nordic gender researchers, politicians, and administrators where they presented the situation in the individual Nordic countries. What is the view on Women in Academia in the different countries, is it considered a problem that women are under-represented? This might seem like a strange question but in my experience, many academics considered the lack of women more as a problem for women than for academia – a discussion on this topic would be quite valuable. The countries that consider the low representation of women in academia a problem, what have they done about it? Did it work? Have they managed to identify possible obstacles? What will they do next?

<sup>29</sup> World Commission of the Ethics of Scientific Knowledge and Technology

<sup>30</sup> Science Policies in the European Union - Promoting excellence through mainstreaming gender equality. The report can be downloaded from <http://www.cordis.lu/improving/women/documents.html>

# Conclusions and appeal

Chair Merete Reuss

## Building good indicators for equality in Academia

Statistics is important as a basis for discussion. We have a lot of data on women in academia and we are in a process of collecting these data across Europe, The Baltic States and other countries. We have to improve the reliability of data and set up standards that will make it possible to compare data from different countries. But we have to ask new questions, ask questions of a more qualitative nature. How do we “count” the supervision of students, the establishment of research networks, mentoring? It is my belief that the work carried out in the Commission in the EU will be of great importance, but maybe the Nordic countries could contribute to qualifying the analysis of statistics and indicators.

## Mainstreaming in Academia

What are the needs in terms of new administrative guidelines or new legislation? Before we can answer that question a number of other problems have to be discussed.

How do we define quality in research? Certainly not just by counting publications or citations or students. If we discuss success criteria and specific quality measurements maybe we will be able to gradually change the understanding of research quality and operationalise it. We also have to have an open discussion on who defines the relevant scientific field of a new position in a faculty. And we have to discuss how we understand the meaning of “academic freedom”. Is it possible that “academic freedom” can be a barrier to high quality research?

We can all agree that research produces a knowledge base. But if knowledge is a social product it is of great importance that all groups in society participate: Women and other underrepresented groups. We have to be aware not to misidentify the problem. To ask questions whenever a political proposal is made: What is the problem represented to be, or constituted to be, within this proposal.

## Recruiting and retaining women researchers in knowledge based organisations

It is a fact that in many disciplines it is difficult to recruit women. But we had difficulties during this conference in explaining why. But maybe we need to improve the working environment for all researchers (reshape the research career). No one wants to work 24 hours a day. Most young people want to organise their work so that they can have a private life. We need to create a responsible, friendly working environment.

There have been several suggestions to set up special measures to recruit women or to retain women in research. I will mention a few: Setting up goals for recruitment as they do in Chalmers: If there are 50% women students, then the goal must be 50% of the professors should be women. We could establish graduate schools for women, mentoring programmes and women associations. On the one hand the feeling is that many women need support during their studies and the first steps in their research career. On the other hand it is important not to pathologise women or see women as a problem.

We have to be aware that in the Nordic countries discussions focus on maternity leave, childcare and dual careers. This perspective may not be of the same importance in other countries.

I would like to make an appeal:

- Make women more visible
- Examine the quality of research environments and
- Improve the working environment in knowledge based institutions

Finally I would like to thank NorFA for arranging this very interesting conference. I think that this conference has made it possible for us to discuss essential and important issues related to future knowledge society.

# Programme

## Tuesday May 8<sup>th</sup>

- 9.00-11.00: Opening Plenum  
Welcome speech by Mirja Saari, Head of Board, NorFA  
Opening speech by Vigdís Finnbogadóttir, President of Iceland 1980-1996  
Keynote speech: Strategies for gender equality in Academia by Carol Lee Bacchi, Associate professor, Australia  
Chair: Merete Reuss, Head of Analyses and Strategies Division, Danish Ministry of Research
- 11.00- 11.30: Coffee break
- 11.30-12.30: Parallel workshops – speakers’ presentations

### Amphitheatre 1

*Building good indicators for equality in Academia - the Nordic countries in comparative perspective*

Speakers:

Brigitte Degen: Specialist in statistics, indicators and benchmarking, Women and Science Unit, Research DG, European Union.

Kerstin Frederikson: Researcher at the Central Bureau of Statistics, Stockholm. Involved in gender related conditions in work environmental studies.

Karin Kjær Madsen: Social scientist, head of section in the Danish Ministry of Information Technology and Research. Coordinator of initiatives taken by the ministry regarding Women in Science since 1998.

Workshop co-ordinator: Dr. Barbara Hartung, The Ministry for Science and Culture of Lower Saxony, Germany

### Amphitheatre 2

*Mainstreaming in/and Academia – experiences and challenges*

Speakers:

Joyce Fletcher, Centre for Gender in Organizations, Simmons, USA

Gertrud Åström, University of Stockholm, Sweden

Workshop co-ordinator: Cathrine Egeland, The Southern University of Denmark

### Saga Conference Hall

Recruiting and retaining women researchers in knowledge based organisations

Speakers:

Lena Trojer, Blekinge Institute of Technology, Sweden

Olöf Sigurdardóttir, University Hospital, Iceland

Workshop co-ordinators:

Anne Søyland, The Research Council of Norway

Lise Christensen, University of Oslo, Norway

- 12.30-13.30: Lunch
- 13.30-15.00: Workshops continue – debate
- 15.00-15.30 Coffee break



# List of participants

15.30-17.30: Panel discussion  
Summaries from the workshop co-ordinators  
Comments from Carol Lee Bacchi, Gertrud Åstrøm, Joyce Fletcher, Leila Räsänen

19.30: NorFA dinner  
Host Hans Gudmundsson, NorFA and Mirja Saari, NorFA  
Entertainment: Strinda Strings Quartet

## Wednesday May 9<sup>th</sup>

9.00-11.30: Plenary session

9.00-9.45: Scenarios for the future Academia - what are the main driving forces affecting researchers in the coming decades?  
By Liselotte Lyngsø, Project manager, The Copenhagen Institute for futures studies, Denmark

9.45-10.00: Break

10.00-11.00: Future and solution oriented approaches  
Gro Johnsrud Langslet, Organisational Psychologist, Agenda, Norway

11.00-11.30: Debate

11.30-12.00: Coffee break

12.00-13.00: Closing plenary  
Closing remarks by Mirja Saari  
Conclusions and appeal by chair Merete Reuss

13.00- 14.00: Lunch and departure

Almegård, Ann	Institutionen för psykologi	SWEDEN
Amundsen, Tina	Kilden	
Andersen, Anja C.	University of Uppsala	SWEDEN
Anttonen, Marjut	Institute of Migration	FINLAND
Árnason, Kristinn	The Icelandic Embassy	ICELAND
Bacchi, Carol Lee	University of Ottawa	CANADA
Bie, Karen Nossom	Kirke-, utdannings- og forskningsdepartementet	NORWAY
Bratteteig, Tone	University of Oslo	NORWAY
Buene, Hedvig	Nordic Academy for Advanced Study	NORWAY
Cermakova, Marie	Institute of Sociology Academy of Science	CZECH REPUBLIC
Chytleva, Lioubov	Teachers Training College of Murmansk	RUSSIAN FEDERATION
Degen, Brigitte	The European Commission	BELGIUM
Eeg-Henriksen, Fride	Norsk institutt for kvinne- og kjønnsforskning	NORWAY
Egeland, Cathrine	Norges forskningsråd	NORWAY
Elvin, Lena	Göteborgs universitet	SWEDEN
Eng, Tone	Kirke-, utdannings- og forskningsdepartementet	NORWAY
Eriksen, Elisabeth	Department of comparative literature	DENMARK
Fasting, Kari	Norges Idrettshøgskole	NORWAY
Finnbogadottir, Vigdis		ICELAND
Fletcher, Joyce K.	Simmons Graduate School of Management	UNITED STATES
Forsse, Lisa Sennerby	Formas	SWEDEN
Fredriksson, Kerstin	Statistiska centralbyrån	SWEDEN
Giedraityte, Lina	Luleå University of Technology	SWEDEN
Gudmundsson, Hans	Nordic Academy for Advanced Study	NORWAY
Gulbrandsen, Elisabeth	Norges forskningsråd	NORWAY
Gunnarsdóttir, Hellen	Ministry of Education, Science and Culture	ICELAND
Gällstedt, Margareta	Umeå University	SWEDEN
Hartung, Barbara	Ministry of science and culture	GERMANY
Henckel, Boel	Karlstad University	SWEDEN
Hiltunen, Aino-Maija	Christina Institute for Women's Studies	FINLAND
Hjorth-Larsen, Anne		
Højgaard, Lis	University of Copenhagen	DENMARK
Ilitcheva, Maria	Murmansk State Pedagogical Institute	RUSSIAN FEDERATION
Ingólfjódóttir, Kristín	University of Iceland	ICELAND
Jakupsstovu, Beinta	Høgskolen i Molde	NORWAY
Jensen, Hanne Nexø	University of Copenhagen	DENMARK
Jónsdóttir, Arna Hólmfríður	Iceland University of Education	ICELAND
Jordansson, Birgitta	University of Gothenburg	SWEDEN
Ketnere, Elen	Riga Technical University	LATVIA
Kleyner, Svetlana	St.-Petersburg State University	RUSSIAN FEDERATION
Kolstrup, Else	University of Uppsala	SWEDEN
Krizkova, Alena	Institute of Sociology Academy of Science	CZECH REPUBLIC
Kurki, Hannele	Academy of Finland	FINLAND
Kuusi, Heidi	Ministry of Education	FINLAND
Kuusiene, Sigute	Lithuanian University of Agriculture	LITHUANIA
Kärkkäinen, Salme	University of Jyväskylä	FINLAND
Langslet, Gro Johnsrud	Agenda Utredning og Utvikling AS	NORWAY
Lárusdóttir, Steinunn Helga	Iceland Institute of Education	ICELAND
Leijonhufvud, Madeleine	The Swedish Research Council	SWEDEN
Lekesova, Iva	Ministry of Education	CZECH REPUBLIC
Lie, Suzanne	University of Oslo	NORWAY

Lorenzen, Elisabeth	Nordisk Institutt for kvinne- og kjønnsforskning	NORWAY
Lothe, Ane Elisabet	University of Bergen	NORWAY
Lyngsø, Lisclotte	The Copenhagen Institute for Future Studies	DENMARK
Madsen, Karin Kjær	Ministry of IT and Research	DENMARK
Markusson, Hanna	Umeå University	SWEDEN
Melin, Göran	STINT	SWEDEN
Moberg, Susanne	Undervisnings- og forskningsministeriet	SWEDEN
Mottier, Ilja	Ministry of Education, Culture and Science	NETHERLANDS
Mukherjee-Cosmidis, Sandra	Ministry of Education, Science and Culture	AUSTRIA
Nakken, Jorunn	Kirke- utdannings- og forskningsdepartementet	NORWAY
Nes, Mari	The Research Council of Norway	NORWAY
Nielsen, Nanna	University of Aalborg	DENMARK
Nordlund, Katja	Christina Institute for Women's Studies	FINLAND
Norlander, Kerstin	Umeå University	SWEDEN
Nykänen, Marja	University of Helsinki	FINLAND
Oskarsdóttir, Stefania	Ministry of the Prime Minister	ICELAND
Päts, Peeter	Nordic Academy for Advanced Study	NORWAY
Raudma, Tiia	Ministry of Education	ESTONIA
Reuss, Merete	Forskningsministeriet	DENMARK
Ringstad, Gry Ellen	Kirke-, utdannings- og forskningsdepartementet	NORWAY
Rogg, Elisabet	University of Oslo	NORWAY
Roldugina, Natalja	Riga Technical University	LATVIA
Rosenbech, Bente	Københavns Universitet	DENMARK
Rosenvold, Katja	Dept. Animal Product Quality, DJF	DENMARK
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Sato, Shiho	Norges Idrettshøgskole	JAPAN
Sigurðardóttir, Ólöf	Landspítali University Hospital	ICELAND
Sigurðardóttir, Kristín H.	Universitetet i Oslo	NORWAY
Sjøvold, Frøydis	SINTEF Kjemi	NORWAY
Skarsbø, Anne Marit	University of Bergen	NORWAY
Soilevuo Grønnerød, Jarna	University of Joensuu	FINLAND
Sorsa, Marja	Ministry of Education	FINLAND
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Øverlie, Sissel	The Research Council of Norway	NORWAY
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