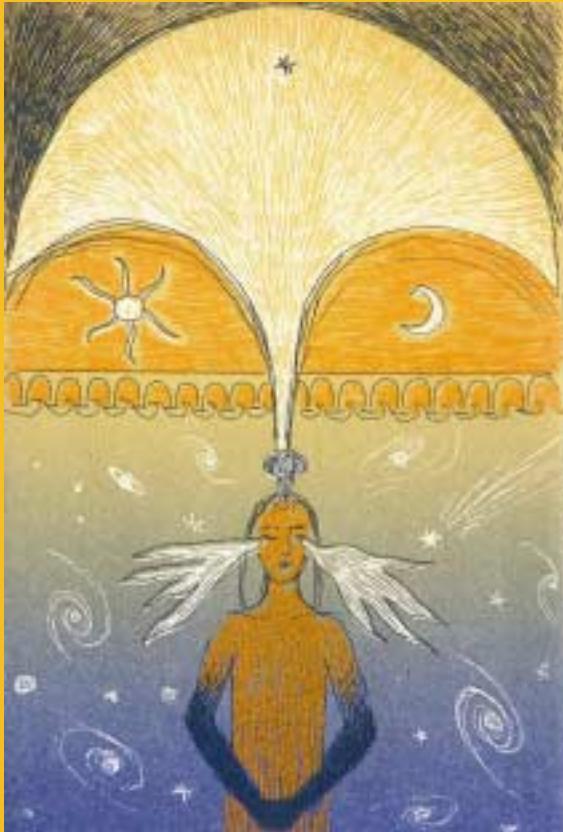


# Women's Studies and Gender Research in Finland

## EVALUATION REPORT



ACADEMY OF FINLAND

# Women's Studies and Gender Research in Finland EVALUATION REPORT

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# Preface

Women's Studies in Finland is a relatively young but rapidly developing field of research and teaching. During the last decades, the Ministry of Education and the Academy of Finland have contributed considerably to the institutionalisation of the field. It is therefore understandable that both of these bodies have found it necessary to evaluate the development of Women's Studies on national level. The initiative for this evaluation project came from the Ministry of Education, and the project was then commissioned by the Academy of Finland.

From the beginning, the community of Finnish Women's Studies has actively engaged in the evaluation project, for example in the preparatory discussions concerning the definition of the field, the methods of assessment, practical procedures etc. The response experienced by the Evaluation Panel during the project has been extremely positive and constructive, as well. In the hope of doing a service to the whole Finnish Women's Studies community, the Panel submits its report to be read and discussed among the scholars and teachers of Women's Studies across the country.

The panel is responsible "in corpore" for the report, although parts of it were written by different panel members and then edited by the Chair and the Coordinator. In the report, the panel first outlines the background for the evaluation project and defines the field (Ch. 1-2). The evaluation process and materials used for it are described in detail in Chapter 3. An overview and evaluation of the universities' units in Women's Studies and the research institutes follows in Chapter 4, while teaching, research education and research is discussed and evaluated in Chapter 5. After a discussion on the societal relevance of the field (Ch. 6), the report concludes with a summarising discussion as well as a number of concrete recommendations (Ch. 7-8). These recommendations are directed to a number of official actors in the field.

The work of the Panel would not have been possible without the support of the Academy of Finland. In particular, the panel is indebted to Science Advisor Hannele Kurki. Her efficient and smooth dealing with both practical and more substantial issues is highly appreciated. Also, the panel is grateful to Johanna Ketola for her valuable assistance with the processing of the questionnaire data.

The panel would like to thank the units for Women's Studies for the kind reception and warm hospitality shown during the site visits, as well as for providing the panel with informative and well-prepared self-evaluation reports and other material. The panel is also most grateful to all those individual researchers who gave their time to meet the panel, again with much informative and useful material, and especially to all those individual researchers who took the time to fill in the evaluation questionnaire.

On behalf of the Evaluation Panel, June 2002

Liisa Rantalaiho  
Chair of the Panel

Solveig Bergman  
Coordinator



## Contents

# 1 Introduction

## Background to the Evaluation

On the initiative of the Ministry of Education, the Academy of Finland decided in October 2000 to carry out an evaluation of Women's Studies and Gender and Equality Research in Finland. One immediate reason for the request was that the term of the five-year professorships in Women's Studies, funded by the Ministry and established at eight universities during 1996-1998, had already expired in many of these universities and was due to do so very soon in the others. An evaluation of the results of this earmarked funding was considered urgent, particularly since the continuation of the professorships is to be decided by the universities themselves through their ordinary budgets. In addition, the evaluation was regarded as important also for other reasons, for example due to the recent changes in research education in Finland (i.e., the introduction of graduate schools).

The Ministry of Education emphasised in its initiative that the evaluation should focus upon the scientific quality and societal relevance of Women's Studies and related fields, and identify further development needs and possible new priority areas. Furthermore, according to the Ministry, the evaluation should also cover academic research on women and gender in other fields within the state administration, as well as assess the standard of research and researcher training in relation to international development.

The Research Council for Culture and Society at the Academy of Finland launched the evaluation by appointing an internal steering group in February 2001. The group was chaired by Professor Arto Mustajoki (also current Chair of the Research Council) and the other members were Docent Kaija Heikkinen, Professor Aila Lauha and Professor Juha Sihvola. The tasks of the group included the appointment of the panel and the evaluation coordinator, the definition of the target groups and the objectives of the evaluation, and the assignment of the panel, as well as the practical aspects of the evaluation project at the Academy. Science Advisor Hannele Kurki has acted as the secretary of the steering group and as the contact person at the Academy for the evaluation. In addition, Secretary General Liisa Savunen and Scientific Secretary Paula Järvenpää have participated in the work of the steering group.

In order to anchor the idea of an evaluation into the community of scholars of Women's Studies, a seminar was organised by the Research Council for Culture and Society in May 2001. At this seminar, the members of the steering group and researchers within this field discussed the coming evaluation and issues around its organising. In particular, the problems of defining and identifying the field of Women's Studies and Gender Research and the complex issue of assessing the societal and cultural relevance of this kind of multifaceted research was discussed intensively at the seminar.

The evaluation was carried out by an international evaluation panel, appointed by the steering group in June 2001. Professor emerita **Liisa Rantalaiho** (University of Tampere) was appointed as chair of the panel. After being appointed, Professor Rantalaiho participated in the work of the steering group by helping to choose the rest of the panel members. The aim was to include competence in both the social sciences and humanities, wide experience in the field of Women's Studies, an international perspective as well as some familiarity with the Nordic academic milieu. As a result, the steering group appointed the following members to the panel:

**Joan Acker**, Professor emerita (University of Oregon, United States)

**Anna Jónasdóttir**, Professor (Örebro University, Sweden)

**Kari Melby**, Professor (Norwegian University of Science and Technology, Trondheim, Norway)

**Ebba Witt-Brattström**, Professor (University College of Södertörn, Sweden)

The expertise of the panel members covers large parts of current Women's Studies research. The panel members are not only specialised in their own disciplinary-based fields (sociology, political science, history and literature), but they have also much wider experience and knowledge of the multi- and interdisciplinary field of Women's Studies and Gender Research (see Appendix A).

To assist the panel, Pol.Lic. **Solveig Bergman** (Åbo Akademi University) was appointed as Coordinator for the evaluation. The Coordinator's tasks included the carrying out of the evaluation plan, the organising of evaluation material and the site visits, the acting as an intermediary between Women's Studies researchers and the panel as well as between the panel and the Academy of Finland, and the editing of the final report. The Coordinator was appointed for the period from August 15, 2001 to February 15, 2002. The period was later prolonged by 1.5 months until March 31, 2002.

The *mandate* of the evaluation was to study:

- the position and standard of Finnish Women's Studies and Gender Research in international comparison;
- the strengths and weaknesses of research in the field;
- the functioning of teaching arrangements and allocation of resources in comparison to international development;
- the societal relevance of Women's Studies and Gender Research;
- further development needs and measures required.

The evaluation was decided to cover the period of 1995-2001.

Teaching and research in the field is carried out both at specific units of Women's Studies and in traditional university disciplines and departments. Research relating to women's position and gender issues is also carried out in a number of research institutes. This broad scope is also reflected in the mandate, according to which the main focus of the evaluation was to be placed on the *units for Women's Studies at the universities, regular university departments and research institutes*.

## *Women's Studies and Gender Research – Definition of the Field*

The field of Women's Studies has expanded rapidly all over the world since the 1970s and spread to a broad range of traditional disciplines. The fundamental knowledge interest in this field of research is to problematise gender in human societies, in their history and culture, and to produce new knowledge on how gender, society and culture interact. Women's Studies is nowadays a wide, multidisciplinary and even transdisciplinary field, flourishing especially within the social sciences and humanities. It has become an international area of research with its own theoretical discussion, publications and academic networks.

In the Nordic countries, *women's studies* (naistutkimus, kvinnoforskning) is the oldest term and has often been used as the widest term for the field. The use of the terms "feminist research" and "gender research" can be interpreted as a result of the development of theoretical specialisation and scientific independence in this multifaceted and growing academic field. The development and institutionalisation of the field of Women's Studies has run somewhat parallel to gender equality politics, and the term *(gender) equality research* (tasa-arvotutkimus; jämställdhetsforskning) is often preferred by policy makers. Internationally, *feminist research* is a common term, and refers to the potential emancipatory effects of the research on a societal or cultural level. *Gender research* has become increasingly popular within academia, perhaps because many consider it a wider and more neutral term. On the other hand, this term has been criticised for "gender neutrality", i.e. for blurring the power relations between men and women. Both Women's Studies and Gender Research, as well as Feminist Research aim at focusing on gender as an analytical category. Other scholarly orientations have more recently branched out from Women's Studies and Gender Research, such as critical studies on men, or fields that take sexuality as their central analytical category, like lesbian/gay studies or queer studies.

The variations in naming are not only due to (partly) different theoretical perspectives, but have also (research)political and linguistic dimensions. In many countries, a number of women's studies milieus have in recent years added the term "gender" to their name or replaced "women" by "gender".<sup>1</sup> In Finland, however, "Women's Studies" continues to be the dominant term that is used as an umbrella concept both within and outside academia to cover a manifold of orientations within this broad field. Also for this reason, Women's Studies is used as the umbrella term in this evaluation report, covering gender studies, feminist research, equality research, to some extent also critical studies on men and masculinity as well as lesbian/gay and queer studies.

<sup>1</sup> For a discussion on the naming of the field from a comparative Nordic perspective see Grönroos, Maria: Gränslost. *Naistutkimus-Kvinnoforskning* 1/2002, pp. 42–45.

## Contents

# 2 Women's Studies and Gender Research in Finland: the Field in a Nordic Perspective

### *Historical Development*

In Finland, research on women emerged in the 1960s as part of the radical sex-role discussion in the Nordic countries. Towards the end of the 1970s it was followed by a new wave of research, inspired by the international feminist movement. This phase started somewhat later in Finland than in the other Nordic countries, partially due to the fact that the new women's movement only started fully to develop in Finland towards the end of the decade. In the latter part of the 1970s, Finnish students and scholars in Helsinki and Turku/Åbo came in contact with feminist research through the extra-mural study circles of the Nordic Summer University. In the early 1980s, female scholars in many university towns founded specific associations for women in academia (*Tutkijanaisyhdistykset*), the first of these was founded in 1982 in Helsinki. These associations did not only work for improving the position of women scholars and students, but were also important fora for raising demands on teaching and research in Women's Studies. As a field of teaching, Women's Studies did not gain foothold in Finland until the 1980s.

In the 1980s, the role of the Finnish research council organisation, the *Academy of Finland* and the parliamentary *Council for Equality between Men and Women* (TANE) was crucial for the development of the field and preceded a larger mobilisation among researchers and students. The first seminar in Women's Studies was arranged in 1980 by the Academy of Finland and the Council for Equality. The Programme for Gender Equality of the Finnish Government 1980-1985 included an explicit aim of supporting research on women. The Academy allocated earmarked funding for Women's Studies in 1981 and funded a national Coordinator's position in 1981-1983. Thereafter the funding of this position was first transferred to the Prime Minister's Office and later to the Ministry of Social Affairs and Health. The Coordinator's post has from the beginning been placed at the Council for Equality. One of the tasks of the Council has been to act as a cooperative unit for research activities in different fields on women's and men's societal equality. In particular, the Council's Research Section has had a highly important role in the promotion of Women's Studies, particularly in the period prior to the institutionalisation of the field into academia.

The Coordinator's tasks have included the formation of research networks and cooperation groups, the arrangement of seminars and conferences, the initiation of research projects and the promotion of teaching. The Coordinator has also taken the responsibility for extensive information and publishing services (e.g. the newsletter *Naistutkimustiedote*, bibliographies and a publication series for university theses in Women's Studies). Furthermore, the promotion of national lobbying and interest representation, as well as international cooperation, has been part of her work tasks.

On the whole, it is interesting that the support from the state and the political demands for earmarked funding for Women's Studies as well as the supporting role of the Academy of Finland were so strong in these early years of Finnish Women's Studies. The mobilisation and organisation among the scholars themselves followed somewhat later. In 1988, a national association of Women's Studies, SUNS (*Suomen Naistutkimuksen Seura-Sällskapet för kvinnoforskning i Finland*) was founded in Finland as the first of its kind in the Nordic countries. The Association's aims include the promotion of Women's Studies and the participation in national research policies. The Association is a member of the Council of Scholarly Societies and publishes the bilingual journal *Naistutkimus–Kvinnoforskning* (in Finnish and Swedish).

During the latter part of the 1980s and particularly during the 1990s, Women's Studies was institutionalised and expanded rapidly within Finnish universities. Regular teaching started at several universities and cooperation networks and projects were created, often linking scholars from different universities. Yet, funding continued to be a problem. In some universities, the Open University stepped in and started to support teaching in Women's Studies. At the beginning of the 1990s, the Ministry of Education – following an action in Parliament by female MPs – allocated earmarked funding to universities for the teaching of Women's Studies.

In 1995, the Association of Women's Studies, SUNS, together with the Council for Equality launched the first national *Action Plan for Women's Studies* (Naistutkimus 2000). The plan documented the scarce resources of the field despite its impressive results. With a focus on the development of the infrastructure, teaching and positions, the Action Plan included a number of concrete recommendations to the responsible ministries, other public bodies and the universities. These included the suggestion of establishing professorships (as well as other posts) in Women's Studies at all universities and corresponding institutions of higher education. The Plan also argued for a new international professorship in Women's Studies (a "Minna Canth" professorship). Furthermore, it was suggested that every university with an extensive teaching programme in Women's Studies should found a women's studies centre to consolidate the teaching activities. In 1997, the Action Plan was followed up by a complementary report prepared by SUNS, with the aim of mapping the contents of the field.<sup>2</sup>

Following the reorganisation of the administration of gender equality affairs within the Ministry of Social Affairs and Health in 2001, the senior administrator's post designated for coordinating research on women and gender was administratively separated from the Research Section of the Council of Equality. At the moment, it is unclear how this reorganisation will affect the overall tasks of coordination of Women's Studies at Ministry level.

<sup>2</sup> See *Naistutkimus 2000. Naistutkimuksen valtakunnallinen kehittämisojelma*. Suomen Naistutkimuksen Seura & Tasa-arvoasiain neuvottelukunta. Naistutkimusraportteja 2/1996; *Lähtökohtia naistutkimuksen kehittämisojelmaan*. Raportti. Suomen Naistutkimuksen Seura, 1997. (Memorandum).

### *Units in Women's Studies: Funding, Positions and Teaching*

The universities of Helsinki, Tampere and Turku and Åbo Akademi University have established administrative *units for Women's Studies* that function relatively autonomously and can be compared with university departments. The first unit was founded in 1986 at the Swedish-language Åbo Akademi University. Thereafter Women's Studies units have been founded at the University of Tampere (1990), the University of Helsinki (1991) and the University of Turku (1995).

At the other universities (i.e., the universities of Joensuu, Jyväskylä, Kuopio, Lapland, Oulu and the Swedish School of Economics and Business Administration in Helsinki), Women's Studies has been organised within larger departments or as cooperative groups and networks. Teachers and scholars with an interest or an orientation within the field can be found in the Business Schools in Helsinki and Turku as well as in the art universities (i.e. the Sibelius Academy and the University of Art and Design in Helsinki). In addition, projects with a gender orientation are being carried out in several research institutes outside academia.

The first university positions in Women's Studies were established in the 1980s (an assistantship at the University of Tampere in 1981; an information specialist position at Åbo Akademi University in 1986). The first (fixed-term) professorship was founded at the Faculty of Humanities of the University of Helsinki in 1992. This post, which is located in the Christina Institute, was made permanent in 2001. During the 1990s, the field was institutionalised within the universities through the founding of eight *earmarked fixed-term professorships* funded by the Ministry of Education for a five-year period. These professorships were established in the period 1996-1998 at the universities of Helsinki (Faculty of Law), Tampere, Turku, Jyväskylä, Oulu and Joensuu as well as at Åbo Akademi University and the Swedish School of Economics and Business Administration (SHH) in Helsinki.

The establishment of the Women's Studies professorships increased the funding for the units and had a decisive impact on the development of both teaching and research at the units. The Ministry's intention was to transfer the responsibility for funding to the respective universities after the initial five-year period. Thus, the continuation of the eight professorships is dependent on funding from the regular budgets of the universities themselves. At the time being, continuation has been granted at Åbo Akademi University (on permanent basis), the University of Helsinki (Women's Law; next five years), the University of Tampere (on permanent basis), the University of Jyväskylä (next five years). Elsewhere the future of the professorships is open.

In 1998 the Academy of Finland established a time-limited (five years) research professorship (so-called Academy professorship) in Women's Studies and Gender Equality Research. This Minna Canth-Academy Professorship serves, amongst other things, postgraduate education.

Apart from these professorships, few teaching and research positions designated specifically for Women's Studies have been established at Finnish universities during

the 1990s.<sup>3</sup> In some cases, temporary positions have been partly created by funds that were saved from the professorial budget funded by the Ministry of Education (e.g. the assistantship at the University of Jyväskylä). Thus, the future of some of these positions is unclear and, for instance, the funding of the assistantship in Women's Law at the University of Helsinki has already ceased.

The main part of Finnish Women's Studies is carried out within ordinary university positions, i.e. as part of the ordinary work load of professors or senior and junior teachers in the mainstream departments. No positions within the traditional disciplines have been designated to specialise in Women's Studies, as is the case in Sweden and Norway (see pp. 17-21). Of course, there are professors in Finnish universities (within e.g. Literature, Sociology, Art History and Musicology) who have an active interest in Women's Studies, which is reflected in their research, and often also in their teaching. Yet, since their positions are not specifically designated for Women's Studies, the situation is vulnerable and dependent on the individual teachers' interest, which does not guarantee any continuity.

Extensive teaching programmes in Women's Studies are offered by eight universities in Finland (i.e. the universities of Helsinki, Jyväskylä, Joensuu, Lapland, Tampere, Turku, Oulu and Åbo Akademi University). Also other universities and institutions of higher education offer courses in the subject on a more or less regular basis. Women's Studies can be taken either as part of the teaching in regular disciplines and departments or as separate courses and study programmes coordinated by the Women's Studies units or networks. Courses are also sometimes organised jointly by the Women's Studies units and the mainstream departments. In some departments it has been relatively easy to teach and supervise women's studies within the normal teaching duties of staff members, in others this has been more difficult.

Courses in Women's Studies are either integrated into the student's ordinary course load or are included as a minor/subsidiary subject in the Master's degree (up to a maximum of 30-40 credits out of a total of 160 credits). During the 1990s, Women's Studies have achieved a disciplinary status as a "large minor" (30-40 credits) at seven universities. In some of these the minor is offered as an option in all faculties, in other universities this option is limited to some faculties. Recently, "expanded intermediate studies", advanced studies, as well as courses or seminars on postgraduate level have been introduced at some of the units.

At present, it is not possible to choose Women's Studies as a major subject for a degree at the Master's or postgraduate level at Finnish universities.<sup>4</sup> Within the Women's Studies community, the attitude to introducing a major has on the whole been positive. Many scholars see this as a necessary step in the process of institutionalising the field as a discipline within academia. One concrete advantage that has been

<sup>3</sup> These posts include senior assistantships at the universities of Tampere and Oulu, assistantships at the University of Tampere and Åbo Akademi University and a temporary lectureship at the Christina Institute at the University of Helsinki.

<sup>4</sup> In Finland, a decision on whether degrees can be awarded with Women's Studies as a major has to be taken at national level, by the Ministry of Education.

emphasised is that a status of a major would improve the registration of the hitherto largely invisible work performed by Women's Studies professors and teachers. Currently all degrees are, as a rule, registered for the traditional departments, although the student would have received most of her/his supervision from Women's Studies faculty. Since Women's Studies does not have the right to award MAs and PhDs, the units cannot (easily) get formal recognition or organisational credit for the supervision of theses and dissertations. As a consequence, the "results" of Women's Studies are difficult to assess, and the supervision offered remains invisible. At the same time the number of credits is used as a measure of productivity and as a basis for funding in Finnish universities. Thus, the current situation discourages multidisciplinary and interdisciplinary teaching and research across departmental boundaries. Fields such as Women's Studies, which are inherently multidisciplinary, are disadvantaged by such structural arrangements.

Yet, also critical voices have been heard in the debate about a future major in Women's Studies. The current lack of permanent funding in the units has been one reason for the scepticism. In addition, arguments where integration into the traditional academic disciplines is considered as a more important goal than the autonomous development of the field into a discipline (including the right to award degrees) have sometimes been expressed.

In February 2002, the Senate of Åbo Akademi University decided to ask the Ministry of Education for a revision of the university legislation to make it possible to award degrees in Women's Studies within the social sciences. The decision by the Ministry is still pending. Also other alternatives have been introduced. At the universities of Jyväskylä and Tampere, it is possible to choose *joint* or *integrated degree programmes*, where Women's Studies is combined with a traditional disciplinary subject for a MA degree. In these programmes, Women's Studies gives a joint MA degree in conjunction with some other departments, with the departments and Women's Studies sharing the credits. The joint degree programmes can either be seen as an alternative to a major in Women's Studies or as a step towards a future major programme.

## Postgraduate education

The Academy of Finland has carried out special measures to support Women's Studies on several occasions during the 1980s and 1990s. For example, a national network and supervisor for postgraduate research students was funded by the Academy in 1987-1993. As in other fields, large research projects funded by the Academy have usually included earmarked funding for research training.

In the 1990s, the system of postgraduate education in Finnish universities was reorganised through four-year PhD programmes, or *Graduate Schools*, that were established in several scholarly fields. The Schools are funded by the Ministry of Education, on the basis of competitive applications from the fields. Additional funding comes from the Academy of Finland, the universities or from other public or private sources. Cooperation between departments and universities is preferred, and several of the Graduate Schools are thus nation-wide. The funding covers

postgraduate student places, common courses, meeting and travel expenses, and coordination, but not supervision and teaching which the universities have to provide.

Both in the period 1995-1998 and 1999-2002 one of these Schools explicitly focussed on Women's Studies.<sup>5</sup> The “*Gender System*” Graduate School is nation-wide, it is coordinated by the Christina Institute, and has a steering group of senior researchers from all universities with established Women's Studies teaching programmes. During the first period, the School received seven student places, and during the second period six places. The students were chosen from a large number of applicants on the basis of their research plans; about ten per cent were accepted. They represent mainly the humanities and social sciences (history, art history, sociology, anthropology, media studies, psychology, medicine) and come from six different universities. The School nominates supervisors to the students and organises regular workshops to discuss their work. Larger thematic seminars of the School are open to all Women's Studies postgraduate students in the country, and often include teachers from abroad. All students have participated in international conferences and meetings, and four of them have studied abroad for a longer period. By 2001, four students have received their PhDs.

### Domestic and International Cooperation

Women's Studies in Finland has been characterised by an intensive cooperation and networking both across and within the traditional disciplines. Indeed, we can talk about a genuine “community” of Finnish Women's Studies. From the beginning nation-wide cooperation has been coordinated by the Research Section of the Council for Equality. The role of the national Coordinator as a facilitator of domestic cooperation in teaching and research has been crucial, particularly prior to the institutionalisation of the field at universities (e.g. the newsletter *Naistutkimustiedote* was important for the dissemination of information).<sup>6</sup> Since the late 1980s, the Association of Women's Studies, SUNS, has become increasingly important for developing links and cooperation between the university units and networks (through e.g. the journal *Naistutkimus-Kvinnoforskning* and the annual Women's Studies conferences).

During the last ten years cooperation between the units and networks as well as between individual scholars and students has also been facilitated by virtual links and Internet-based communication. An electronic discussion list in Women's Studies was established in 1993 as the first one of its kind in Europe. The list has today about 950 subscribers. In addition, the units maintain their own web sites and most of them have established local e-mail discussion and information lists.

Women's Studies in Finland has from the very beginning been oriented towards Nordic and wider international cooperation. One reason for this might be that the feminist research milieus have been relatively small. It is necessary for a new

<sup>5</sup> The graduate school in Women's Studies received funding also for the period 2003-2006.

<sup>6</sup> As long as the Newsletter was free-of-charge the subscription numbers were high, reaching 2,000.

interdisciplinary research field to transcend national borders, when the discussion takes place in international arenas. The Nordic countries have a long tradition of working together in many societal areas, which is also reflected in the collaboration within the field of Women's Studies. This kind of cross-national and regional cooperation, encompassing both researchers, teachers, students and administrators, is unique from an international perspective. An institutional basis for strengthening this cooperation was established in 1991, when the Nordic Council of Ministers (an inter-governmental body) agreed to finance the position of Coordinator for Nordic Women's Studies, and later, in 1995, the Nordic Institute for Women's Studies and Gender Research (NIKK). Another form of cooperation is the NGO (non-governmental organisation) Nordic Association for Women's Studies and Gender Research, which publishes the English-language journal *NORA: Nordic Journal of Women's Studies*.

Several of the Women's Studies units maintain student and teacher exchange programmes with networks and centres abroad, within e.g. the Nordplus- and the Erasmus/Socrates schemes. Cooperation projects have also been developed with Women's Studies units in the Baltic countries and in Russia. The Fulbright scheme has been used to invite visiting professors from the United States (e.g. Åbo Akademi University and University of Helsinki). In recent years, EU supported cooperation has become increasingly important.<sup>7</sup>

### The Organisation of Women's Studies in Finland in an International Comparison

In this part of the report, we will briefly sketch some international background of the organisation of Women's Studies in Finland. Comparisons with, for example, the United States are difficult, both due to differences in size and due to the fact that Women's Studies started considerably earlier in many universities in the States. Thus its institutionalisation in terms of permanent positions, adequacy of facilities, and degree offerings has had time to develop much further in the United States. On the other hand, there is great variation within the US. For example, at the University of Oregon, although the Women's Studies programme was given permanent status in 1975, it still has only three full-time faculty positions. The programme is well established, but has scarce resources given its long history. Other programmes in larger universities, however, have more faculty and some award both MA and PhD degrees. Thus, for instance, the Women's Studies Department at San Diego State University, which is the first and oldest department in the country, has ten full-time and one part-time faculty.

In this report, a more systematic international comparison focuses on the Scandinavian countries Sweden, Norway and Denmark, where the development has been similar to Finland.<sup>8</sup> Although this overview focuses on "autonomous"

<sup>7</sup> This cooperation includes e.g. the Association of Institutions of Feminist Education and Research in Europe (AOIFE) and the Advanced Thematic Network in Activities in Women's Studies in Europe (ATHENA). Professor Harriet Silius from Åbo Akademi University has been President of AOIFE since 2000.

<sup>8</sup> The overview below is revised on the basis of Bergman, Solveig (red.): *Satsningar och samarbete: Nordisk kvinno- och könsforskning under 20 år*. NIKK Småskrifter nr. 5, 2000. Also available in English.

structures, it should be noted that research and teaching involving feminist and gender perspectives is also carried out in regular departments and faculties, similarly as the case is in Finland.

## Sweden

The first Fora for Women's Studies at Swedish universities were founded at the end of the 1970s. These started out as local associations for feminist researchers and female scholars, but most of them were later transferred to the universities and were gradually incorporated into the university structures. Contrary to other Nordic countries, for a long time Sweden lacked a national coordinating body for Women's Studies and most coordinating functions were taken care of by the regularly held Fora meetings for the representatives of the Women's Studies centres and fora. The oldest Women's Studies journal in the Nordic countries, *Kvinnovetenskaplig tidskrift*, was founded in 1980 and the editorship rotates between the Women's/Gender Studies centres and fora.

In 1996, the Swedish Parliament decided to establish a national secretariat for gender research at the University of Göteborg. This initiative had been proposed in a state commission of enquiry into Women's Studies and women in academia.<sup>9</sup> The Secretariat started its activities in 1998 and, among other things, is responsible for investigations, informational activities and opinion work. The magazine *Genus* (Gender) is published by the Secretariat four times a year and is free of charge. The Secretariat is administratively a part of the Ministry of Education with an annual budget of 5 million Swedish kronor. The staff consists of four permanent and four part-time employees. In addition, the Secretariat has funded the FEMDOK database on gender research in Sweden (located at the Centre for Gender Studies at Lund University).

The establishment of the Secretariat was part of the considerable support included in the state budget that was earmarked for Women's Studies. Altogether 30 million Swedish kronor were reserved for Women's Studies related measures. Eighteen new posts in gender research (six professorships plus postdoctoral posts and PhD student positions) were created. In addition, money was reserved for teaching and for a new interdisciplinary centre, the Centre for Gender Studies (Tema Genus), at the University of Linköping. This institution is primarily meant for postgraduate education. State support was also guaranteed for the Women's History Collections in Göteborg (the Collections had existed since 1958 and were integrated into the University Library in 1971). As a result, the Collections were given national responsibility for women's, men's and gender studies. The services relating to the Collections include a literature database KVINNSAM, the largest database of its kind in the Nordic countries.

Of the Nordic countries, Sweden has the highest number of permanent professorial level positions in Women's Studies and Gender Research. This is particularly likely to

<sup>9</sup> SOU 1995:110: *Viljan att veta och viljan att förstå: Kön, makt och den kvinnovetenskapliga utmaningen i högre utbildning*. Utbildningsdepartementet. Stockholm 1995.

be the case following the above-mentioned “gender studies professorships”. In addition, some of the thirty-one professorships that the Swedish Parliament decided to establish in 1995 for the “underrepresented sex” in academia have been given to feminist scholars.<sup>10</sup> For example, a feminist scholar was appointed to a professorship in political science with an emphasis on gender at the University of Stockholm. During the 1980s and 1990s, permanent professorships in Women’s Studies have also been established within regular university departments and at some Women’s Studies centres as well. For example, professorships have been established at the University of Göteborg (women’s history), the University of Uppsala (sociological research into violence against women), the University of Lund (gender and economics), the Technical University of Luleå (gender and technology), Karlskrona/Ronneby College (information technology and gender research) and the University College of Södertörn (comparative literature from a gender perspective). In the late 1990s, permanent professorships were also established at the Women’s Studies centres at the universities of Lund (social sciences and humanities), Umeå (social sciences and humanities) and Örebro (gender, power and politics profile, based on history, sociology and political science). In addition, a five-year professorship (social sciences and humanities) was established at the Department of Gender Studies at the University of Göteborg.

In Sweden, measures designed to support the inclusion of Women’s Studies within teaching curricula have long traditions. Today, Women’s Studies is an established field of study at Swedish universities. Up to 60 study credits (in some places 80) of the subject can be studied within basic degree programmes. Courses and study programmes are run by the centres for Women’s Studies. In addition, several regular departments offer courses in Women’s Studies. Currently, students can choose Gender Studies as their major subject for an undergraduate degree (Fil.Kand.) at almost all universities and university colleges, where at least 60 credits are offered. Several Swedish universities offer courses at an advanced level and special MA programmes in gender studies are being planned or have already started.

A number of programmes with women’s studies or gender orientation have also started within the field of postgraduate education. One example is the above-mentioned programme in Gender Studies at the University of Linköping. Recently, a Gender Studies graduate school, funded by the Ministry of Education as one of sixteen different graduate schools, has started in Sweden. This graduate school is based at the University of Umeå in northern Sweden, and all the students will take their degree at this university. The school is organised jointly with the disciplines, which means that the students will take their PhD in a traditional discipline, not in Women’s Studies or Gender Studies. This graduate school came about partly thanks to work being done and an application submitted by the centres and for a countrywide. Cooperation between these units continues both concerning undergraduate and postgraduate programmes.

Women’s Studies and Gender Research are carried out also outside the universities. In particular, the former Swedish Centre for Working Life, now known as the

<sup>10</sup> In 2000, the European Court of Justice decided that the Swedish scheme allowed preferential appointment of women that went further than allowed by EU law.

National Institute for Working Life, has to be mentioned in this respect. For example, the Institute has been commissioned by the Ministry of Labour to conduct a feminist research programme (1998-2003) on "Sex Segregation of the Labour Market and its Re-creating Mechanisms", with focus on feminist research in the fields of the labour market, work organisation and occupational health.

The Research Council in the Humanities and the Social Sciences (HFSR) – now included in the new overarching Research Council – is an important funding body for Women's Studies in Sweden. In addition to six senior researchers' positions meant for feminist scholars, the HFSR also administers the Kerstin Hesselgren chair, meant for a prominent foreign female scholar in any field. A decision to appoint someone to the chair takes place after several organisations and institutions, including the Women's Studies centres, have submitted the names of candidates for the position.

## Norway

In Norway, the national research councils have had a central role in the promotion of Women's Studies. In 1977, a Secretariat for Women's Research was founded within the Norwegian Research Council for Science and the Humanities (NAVF), first as a social science-oriented institution and from 1982 as an interdisciplinary body. In 1993, the Secretariat was included in the reorganised Norwegian Research Council. The Secretariat has often been regarded unique in an international perspective, in particular considering its strategic location in the Research Council and the resources it had at its disposal. Its tasks included the increase of the recruitment of women into research within all disciplines, the promotion and coordination of Women's Studies and the dissemination of research findings (e.g., the Secretariat published a scholarly journal).

Undoubtedly, the Secretariat had a great significance for Norwegian Women's Studies, particularly up to the end of the 1980s. By this time, the funding of feminist research in Norway was the most extensive in the Nordic countries. The research councils established a large number of research programmes in the field. In the mid-1990s, two programmes that had been funded within the umbrella project "Basic Women's Studies in the Arts and the Social Sciences" were concluded. In addition, the Research Council partially funded a programme on "Sexualised Violence" (1992-1996). During the period 1997-2001, the Research Council funded the programme "Gender in Transition". A new programme, "Gender Research: Knowledge, Boundaries, Change", has been set up by the Research Council for the period 2001-2007.

In 1998, the Secretariat was reorganised, partly as a consequence of the Women's Studies centres at the universities having largely taken over the role of promoting gender research. Some of its tasks were transferred to KILDEN, a new national information and documentation centre for Women's Studies and Gender Research. KILDEN, which is co-located with the Norwegian Centre for Gender Equality and the Ombudsman for Gender Equality, is funded by the Research Council. It has an annual budget of 2.4 million Norwegian kronor. The staff consists of three persons.

The reorganisation has considerably improved the flow and efficiency of the information and documentation services available to Women's Studies. KILDEN took over the publishing of the Norwegian Women's Studies journal. It also produces an electronic news bulletin and maintains an Internet-based database of researchers with competence in Women's Studies.

During the 1990s, Women's Studies in Norway became more securely anchored within the universities, partly through the university-based centres that have developed from the mid-1980s and partly as a result of the appointment of several feminist researchers to permanent or personal professorships. Interdisciplinary Women's Studies centres have been established at the universities of Bergen, Oslo, Trondheim and Tromsø. Five permanent professorships have been established at the centres: two in Oslo, two in Trondheim (one of them with special obligation within "gender and technology"), and one in Bergen.

In addition, a number of part-time professorships (so-called professor II positions) have been established at the centres. Currently Norwegian centres for Women's/ Gender Studies have such part-time professorships in philosophy and in political science (Oslo) and in natural sciences and technology (Trondheim). Also part-time associate professorships have been established at the centres.<sup>11</sup>

Active Women's Studies milieus also exist at other institutions of higher education. For example, an interdisciplinary study programme in Gender and Politics was running for several years at the University College of Lillehammer. Representatives of university centres and other research networks have regularly gathered at national contact meetings, and in June 2002 a national Association in Women's Studies and Gender Research was founded. During recent years the Women's Studies centres have also developed their cooperation within postgraduate education.

Many regular departments have established research and teaching positions explicitly designed to reflect a feminist perspective, such as the professorship in Women's History at the University of Bergen or the professorship in Women's Literature and the professorship in Feminist Theology, both at the University of Oslo.

In Norway there is a large number of independent research institutes, especially within the applied social sciences. During the 1970s and the 1980s, Women's Studies was established within these research institutes to a greater extent than was the case in other Nordic countries. The traditionally strong institutional base of Norwegian Women's Studies within research institutes may partially explain why the development of teaching in the field has been slower than elsewhere in the Nordic area. Most Norwegian Women's Studies centres have not provided teaching programmes until very recently. Instead, they have seen their main task as being the carrying out and coordinating research. Teaching was seen as a task for the regular

<sup>11</sup> It can be noted that Docent Sara Heinämaa from the University of Helsinki holds one of the Professor II posts at the University of Oslo.

disciplines, departments and faculties, and also feminist researchers within the disciplines emphasised that responsibility for teaching should not be taken away from them.

Recently demands have been raised for the introduction of Women's Studies in modular form, or as part of undergraduate degrees. For example, at the University of Trondheim cooperation around this goal has developed between the Centre for Women's Studies and the regular departments. This model has been received positively in other parts of Norway and teaching has also started at the University of Oslo in the form of cooperation between the Centre and six faculties.

## Denmark

At all Danish universities (Aalborg, Aarhus, Copenhagen, Odense, Roskilde) Women's Studies centres were founded at the end of the 1970s and the beginning of the 1980s. Women's Studies was institutionalised at the universities thanks to a special action plan adopted by Parliament for the years 1986-1992. This was developed in close cooperation with the scholars in this field and female politicians. Through the Action Plan, which was funded and administered by the Ministry of Education, the Research Council and the Research Policy Council, six senior lectureships were established. Further, 18 million Danish kroner were reserved for strengthening Women's Studies and promoting the dissemination of research findings. Also, the Action Plan included measures for developing the organisation of research information and documentation as well as for building up a Women's Studies Archive. The Action Plan also included funding for the national coordination of Women's Studies. During the period 1986-1992 two part-time coordinators were employed with placements in Copenhagen and Aalborg.

The Action Plan had a positive impact on Danish Women's Studies. The special measures were to cease after the Action Plan expired and research was to be integrated into the regular activities of the universities. This process has proved more difficult than expected. No extensive national initiatives were taken to support the field for several years following the adoption of the Action Plan. National coordination has, however, continued in the form of time-limited funding from the Danish Research Council, with a part-time person situated at the University of Copenhagen. A special task falling to the Coordinator is that of promoting women's and gender perspectives and supporting the recruitment of women within natural sciences, technology and health research.

In 1990, a nation-wide Association for Women's Studies and Gender Research was founded in Denmark. Among other things it aims to initiate research networks, support the recruitment of researchers, promote the funding of women's studies and feminist research and to form a platform for Nordic and international cooperation. The Association has local sections in Aalborg, Aarhus, Odense and Copenhagen, and produces a scholarly journal in cooperation with the national coordinator.

KVINFO – The Danish Centre for Information on Women and Gender is a national centre for information, documentation and culture located in Copenhagen. It has

ten employees and is funded by the Ministry of Culture. The annual budget is about 5.6 million Danish kroner. The tasks of KVINFO include the dissemination of the results of the research in the field to the public (through e.g. an expert database on female experts and a net-based journal). KVINFO has also a special library of its own.

All centres offer teaching at both undergraduate and postgraduate levels. Three of them (Aarhus, Odense, Copenhagen) have established 1-1.5-year study programmes (MA level) and also offer BA programmes and separate courses. These programmes can be included in a Women's Studies minor either in a BA or MA degree. Extensive study programmes in English are offered at some universities (e.g., Scandinavian Media, Gender and Cultural Studies in Aarhus) and a MA programme in English (Gender and Culture) in Odense.

The Danish centres have organised an interdisciplinary PhD programme in English since 1993. The programme is part of the organised research education in Denmark. Students who participate in this programme can receive special PhD grants. In recent years, some larger research programmes have been funded by the Danish Research Council (on e.g. Gender, Democracy and the Welfare State; Gender and Health; Gender Barriers in Higher Education). Since 1998 the Danish Research Ministry has allocated 78 million Danish kroner to a four-year research programme Freja (Female Researchers in Joint Action). The funds are meant to female senior scholars who wish to set up research groups.

The Women's Studies Centre within the social sciences at the University of Copenhagen was closed down in 1995, while a second humanities-oriented centre has continued to operate, even if with limited funding. The Women's Studies units, as well as the Danish association, have been renamed in recent years. In most cases, "gender studies/research" has replaced "women's studies". In other respects the administrative structure of the units is also being reorganised at several universities in Denmark. For example, the centres in Aarhus and Odense have merged with other centres at their respective universities.

Specific positions within Women's Studies have been created at all centres. However, to date no permanent professorships have been established. One consequence of this has been "brain drain", i.e. several highly qualified Danish scholars have been appointed to professorships elsewhere in Scandinavia.

## Summarising Comments

In all Nordic countries, Women's Studies has adopted a *double strategy* towards the rest of the research community involving a combination of *integration* and *autonomy*. The activities of most researchers have been directed towards traditional scholarly fields and disciplines. At the same time an interdisciplinary and autonomous infrastructure has been established through separate research units, local and national coordination, positions within teaching and research, scholarly journals and associations as well as library, information and documentation services. The double strategy has given the research field some degree of autonomy, whilst simultaneously building up fruitful contacts to the traditional disciplines.

In terms of the organisation of the field as a distinct discipline and the institutionalisation process, Women's Studies has followed a similar path in all Nordic countries. Since the 1980s, specific Women's Studies centres or units have been set up in universities all over the Nordic countries as part of the institutionalisation of the field. These started often as grassroots initiatives and were gradually institutionalised. Currently there are more than thirty such units at the traditional universities in the Nordic countries. In addition, there are corresponding units and networks at several other institutions of higher education. Teaching in Women's Studies is carried out both by traditional departments and faculties as well as by specific units of the universities. Often the courses and lectures are jointly organised by the units and departments. However, there are some variations between the individual countries. For instance, in Norway the Women's Studies centres developed undergraduate teaching activities later than elsewhere. With the exception of Sweden, the Nordic countries have not as yet developed full degree programmes in Women's Studies and Gender Research (and in Sweden this development is very recent). This is in contrast to the situation in North America and to some extent in Great Britain, where specific BA, MA and PhD programmes have been established in the field. Up until now, students at Nordic universities have not been able to take a degree at MA or doctoral level in Women's Studies, but have been referred to regular university departments. Instead, it has been possible to take subsidiary or minor degree studies, often consisting of relatively extensive study programmes at several Nordic universities. Today practically every Nordic university offers courses and study programmes in Women's Studies. Systematic postgraduate education in Women's Studies and Gender Research has been developed in all Nordic countries since the 1990s. The Finnish supervision network for PhD students funded by the Academy of Finland in the late 1980s was among the very first measures in this respect.

Large umbrella projects in Women's Studies funded by the national research council have a long tradition in Norway. Here also the independent research institutes outside universities have sponsored much gender-oriented research. Sweden has the highest number of professorships in Women's Studies. While such professorships have also been established in Finland and Norway, this has not been the case in Denmark. Particularly concerning *permanent* senior or postdoctoral positions the development has been modest in Finland as well. The organising of the information and documentation activities within Women's Studies, which is crucial not only as a support for research, but also for the societal relevance of research, is clearly underdeveloped in Finland compared to the other Nordic countries. Yet, the field of Women's Studies has a relatively long history of organisation in Finland, e.g. in the form of a national association, national coordination, networks and the e-mail list.

## Contents

### 3 Evaluation Process and Materials

This evaluation project differed from many of the previous evaluations carried out by the Academy of Finland. Firstly, since Women's Studies scholars work both in traditional university departments, specific university units and research institutes, identifying the target group population was more complicated than in most other evaluations. Secondly, as Women's Studies is still a fairly "young" field in Finland, it was decided that both pre- and postdoctoral scholars were to be targeted, although most previous evaluations have included only senior scholars with university positions. Thirdly, since this research field is both multi- and interdisciplinary and networking across traditional disciplinary boundaries is frequent, the utilisation of the standard questionnaire used in previous evaluations was difficult.

When the panel operationalised the criteria and the assignment for the evaluation it decided to put more emphasis on the Women's Studies units at the universities than was perhaps assessed prior to the process. For example, site visits were organised solely to the units. This was a natural choice since the professorships in Women's Studies are located in the units and the assessment of the impact of the earmarked funding of these professorships was one of the primary causes for the evaluation project. Since these units function as coordinating bodies for their university in issues concerning Women's Studies, their importance exceeds the boundaries of the administrative unit itself. Although most researchers within the field work in the mainstream disciplines and departments, they often cooperate with feminist colleagues from the same discipline or other disciplines through networks or Women's Studies units. This was a further reason why the panel decided to emphasise the significance of the units in the evaluation. Also for practical reasons it would have been impossible for the panel to visit the ordinary university departments (e.g., at the University of Helsinki alone this would have meant at least 26 departments).

Another issue that the panel decided to include to a larger extent than was anticipated prior to the evaluation process concerned teaching arrangements and the links between teaching and research. An assessment of the quality of teaching was not included in the mandate of the evaluation, but the panel wanted to emphasise the role of teaching for the development of the field, particularly concerning the impact of the professorships. Also amongst the scholars themselves, the questionnaire was criticised for not including questions on teaching. The panel notes that the recent "meta-evaluation" of previous evaluation projects carried out at the Academy of Finland<sup>12</sup> strongly suggests that future evaluations of scholarly fields ought to consider *joint assessments of research and teaching*. This suggestion is welcomed by this panel.

The active role of the Women's Studies community in the evaluation process was emphasised from the beginning. Contacts to the university units were maintained

<sup>12</sup> Valovirta, Ville: *Tieteenalojen arviointi Suomessa – Kehittämisen vai vakuuttamisen väline*. Suomen Akatemian julkaisuja 6/2001.

prior and during the evaluation process, mainly through e-mail communication. Since direct contacts to all individual scholars in the established disciplines and departments were difficult (or impossible) to establish, the national Women's Studies e-mail list was used for this purpose.

a) Timetable:

Although the evaluation project started officially in mid-August 2001, some preparatory work was carried out during the summer. The preparatory phase included the designing of the questionnaire and its testing with some key persons in the field. The next phase consisted of the compilation of evaluation material and lasted from September to early November. The site visits to the Women's Studies units took place in mid- and late November. After the site visits, the panel members summarised their impressions in writing. The panel met again on 19-21 January 2002 in Helsinki in order to go through individual questionnaires, publications and other materials that had been submitted by the individual scholars. In addition, the panel met with representatives of two research institutes, STAKES and the Finnish Institute of Occupational Health (FIOH).

A final panel meeting was arranged on 12-13 March 2002, when a draft report was discussed. The report was completed during April and beginning of May. Feedback was received from the Women's Studies units on the sections that particularly concerned them. The panel members submitted chapters and texts to the draft, which were then edited by the Panel Chair and the Coordinator. Also after this, the panel members were given possibility to review the texts and to suggest revisions. The final manuscript was handed in to the Academy in June 2002. In early September, the Academy arranged a seminar where the report was officially publicised.

The timetable of six months for the full-time coordinator of the project proved to be insufficient. Firstly, previous evaluation questionnaires could only partly serve as a model for this project for reasons indicated above. Secondly, the identifying and targeting of the scholars was somewhat complicated, particularly since the majority of them were attached to ordinary departments and no available lists of the scholars in the field existed. Thirdly, the listing of doctoral dissertations and Academy-funded research projects in the field was time-consuming (see below, pp. 57-63). Because of such challenges and difficulties, both the preparatory phase and the final writing of the evaluation report were somewhat delayed compared to the original timetable.

b) Material:

The material that the panel compiled consisted of:

- 1) *Self-evaluation reports and other written material* from eleven *units of Women's Studies*.<sup>13</sup> The units received a draft of the questionnaire in September 2001 and were

<sup>13</sup> Christina Institute and Women's Law at the University of Helsinki, Swedish School of Economics and Business Administration, Centre of Women's Studies at the University of Turku, Institute of Women's Studies at Åbo Akademi University, Department of Women's Studies at the University of Tampere, and Women's Studies at the universities of Jyväskylä, Joensuu, Lapland, Oulu and Kuopio.

asked to comment on it. Some revisions were made on the basis of this feedback.<sup>14</sup> The units were asked to provide information on the Unit's history, staff members, resources and funding, teaching and supervision, research projects and research education, domestic and international cooperation, information and documentation activities and an assessment of the societal relevance of the unit (operationalised as cooperation with organisations or public bodies, studia generalia lecture series, teaching within the Open University etc.). Finally, the units were asked to give a self-evaluation (so-called SWOT analysis) of strengths, weaknesses, opportunities and threats from the perspective of the unit.

The self-evaluation reports were returned in mid-October 2001. In most units the reports were prepared collectively. Altogether, the units submitted 130 pages of text to the panel.

The panel is aware of the variations in the conceptualisation of a “unit” in Women’s Studies. In this report, the term is used both for the formal administrative units at the universities and the more loosely organised or semi-formal and coordinating networks in those universities where Women’s Studies lacks formal administrative structures.

The identification of the units was made on the basis of available address lists in the Women’s Studies Newsletter (*Naistutkimustiedote*) and in the database at the Nordic Institute for Women’s Studies and Gender Research (NIKK). In practice, this meant that all units and networks with professors in Women’s Studies were targeted in the evaluation, as well as the University of Lapland and the University of Kuopio.

2) *Site visits* were an important part of the evaluation giving the panel the opportunity to meet researchers and other staff members. The site visits to the units were carried out to those with professorships and the University of Lapland, which has an extensive teaching programme. All panel members and the Coordinator participated in the visits. The schedules were the following:

12 Nov.	Helsinki (three units)
13 Nov.	Turku/Åbo (two units)
14 Nov.	Tampere
15 Nov.	Jyväskylä
16-18 Nov.	Joensuu (incl. participation in the annual Women’s Studies conference)

Since it was impossible to include visits to all the units during one week, the two northern universities were visited one week later:

26 Nov.	Rovaniemi
27 Nov.	Oulu

During the site visits, the panel met the professors and other researchers and teachers, often also administrators and students. Some units had also invited researchers from mainstream departments to present their projects. The panel noted

<sup>14</sup> The questionnaire is enclosed in Appendix B.

the active participation of PhD students and undergraduate students at most of the site visits. The panel had thoroughly read the self-evaluation reports prepared by the units prior to the site visits. During all site visits, the atmosphere was positive and open. The panel greatly appreciated the hospitality shown by the units. A positive feedback was given by many units afterwards.

3) *Research institutes.* The panel had to restrict its mandate to those research institutes within the state administration where major women's studies or gender-oriented projects have been carried out.<sup>15</sup> Thus the panel decided to concentrate on the two most important institutes, the National Research and Development Centre for Welfare and Health (Stakes) and the Occupational Health Institute. The panel met four researchers from Stakes and one from the Occupational Health Institute on 19 and 20 January 2002 and received material on finished and ongoing research projects.

4) *Individual evaluation forms.* A questionnaire was sent out in early September 2001 by the Academy of Finland to all departments of the faculties of social sciences, humanities, theology and education in Finnish universities, to the Women's Studies units as well as to a number of research institutes.<sup>16</sup> The departments and research institutes were requested to distribute the questionnaires to those scholars that belonged to the target group. The questionnaire was also available in electronic form at the web site of the Academy of Finland. In many departments the distribution of the forms functioned well, but this was probably not the case everywhere.

Since the panel wanted to approach Women's Studies in Finland in a broad way, the field was defined in the questionnaire as "Women's Studies and Gender and Equality Research". The *self-identification* of the scholar was the major guideline for deciding whether or not s/he belonged to the target group of the evaluation. In practice, this meant that everybody who defined her/himself as a scholar within the field, was included. Yet, when the submitted forms were analysed, 14 respondents were removed from the sample. In these cases, the information that the scholar had submitted to the panel clearly indicated confusion between "women's studies scholarship" and being a "female scholar" (the difference in Finnish between "naistutkija" and "tutkijanainen" is not always self-evident). Some would-be respondents had actually been told by their head of the department that they had to fill in the questionnaire although they did not identify themselves as women's studies scholars. Although the field of women's studies/gender (equality) research/feminist research cannot be exactly delineated, it is understood by the panel as an *international area of research with its own theoretical discussion and tradition*.

The researchers were asked to submit information on their publications and other scientific activities, funding, international contacts and an assessment of the societal relevance of their scientific activities. Finally, the leaders of research groups (1995-

<sup>15</sup> The selection was based on information gained from a report on research on women and gender in Finnish research institutes: Takala, Hanna: *Tasa-arvonäkökulma julkishallinnon tutkimussesssa*. Sosiaali- ja terveysministeriö, Naistutkimusraportteja 1/1998.

<sup>16</sup> The questionnaire is enclosed as Appendix C.

2001) were asked to describe their research projects and give information about the participants in the projects and their funding.

Some of the questions in the form were difficult or impossible to code and analyse. Unfortunately, the question on external funding 1995-2001 (i.e., funding received from sources outside the university/research institute budget, research topics, funding periods and amount of funding) could not be analysed since the respondents understood the question in a variety of ways. The validity of the question was therefore very low. Another validity problem was caused by the respondents' different conceptualisations of the "peer-review" system in scientific publications, probably due to partially different publishing practices between the scholarly fields. Since the respondents' understanding of "refereed publications" varied so much, this variable could not be used in the analysis. The categories of "domestic" and "international" publications were used instead.

The forms were coded and computer runs were undertaken at the Academy of Finland by Project Secretary Johanna Ketola. Altogether 256 forms were returned by mid-November (the original deadline was 15 October, but was postponed by one month in order to obtain more responses). Altogether 242 forms were coded and analysed. It is impossible to estimate the exact response rate, since there is no list of the total population. An assessment is that about 70 per cent of Women's Studies scholars returned the form. Since it was impossible to follow up whether and how the questionnaires were distributed in the departments, direct reminders could only be sent generally through the Women's Studies e-mail list. Also, the Panel Chair's and Coordinator's knowledge of the field led to a number of direct reminders, which to some extent increased the response rate.<sup>17</sup>

5) The scholars submitted a self-selected sample of *publications* (at least one) to the panel together with their individual form. Approximately half of the publications were in Finnish, which was an obvious problem for the panel. Yet, we did not want to give the signal that it is a "must" to publish in foreign languages. Other material submitted by the scholars included publication lists, CVs and abstracts of ongoing or concluded research projects.

6) The panel was able to carry out *observations while attending the annual Women's Studies conference*, this year arranged at the University of Joensuu. Despite the language problem (most presentations and workshops were in Finnish), the panel was highly impressed by the conference programme and the generally high level of activity of the Finnish Women's Studies community.

7) *Other material* used by the panel included information from the Academy of Finland (e.g., on funded research projects since 1995), a list of doctoral dissertations (1977-2001), self-evaluation material received from the graduate school "Gender System", information on the plans for virtual teaching in Women's Studies and

<sup>17</sup> For similar problems in defining and finding the target group, cf. Honkasalo, Marja-Liisa: *Helsingin yliopiston tutkimuksen arviointi: naistutkimus*. Assessment Report-Women's Studies. Evaluation of Research at the University of Helsinki, 1999; <http://helsinki.fi/arviointi/>

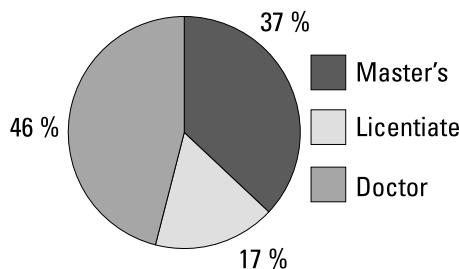
## Contents

summaries in English on refereed articles in *Naistutkimus-Kvinnoforskning* (1995-2001).

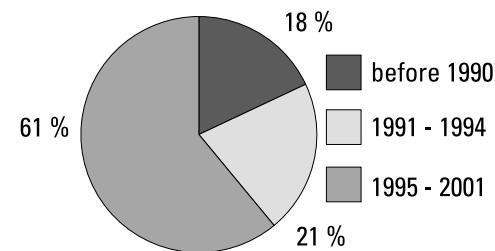
### Structural background data of the individual respondents

Of the 242 evaluation forms that were analysed, 97 per cent were submitted by women.<sup>18</sup> Almost half of the respondents (46%) had a doctoral degree, 17 per cent the lower postgraduate degree (licentiate) and 37 per cent the Master's degree.

About 60 per cent of the respondents had been awarded the PhD degree after 1995; 18 per cent before 1990, and 21 per cent 1991-1994. These figures reflect that the field of Women's Studies in Finland is still fairly young, and that the growth has been substantial since the mid-1990s (cf. Table 3, p. 58). This picture is confirmed when the population was divided into "senior" vs. "junior" scholars of Women's Studies; "seniors" being those respondents who had been active within the field for a long period of time; while the "juniors" had entered it more recently.<sup>19</sup> An overwhelming majority of the respondents – 79 per cent – were considered to belong to the category of "junior" and only 21 per cent were so-called "seniors".



**Figure 1.** Highest academic degree of the individual respondents, percentage (n=242).



**Figure 2.** Date of PhD degree among the post-doctoral respondents, percentage (n=111).

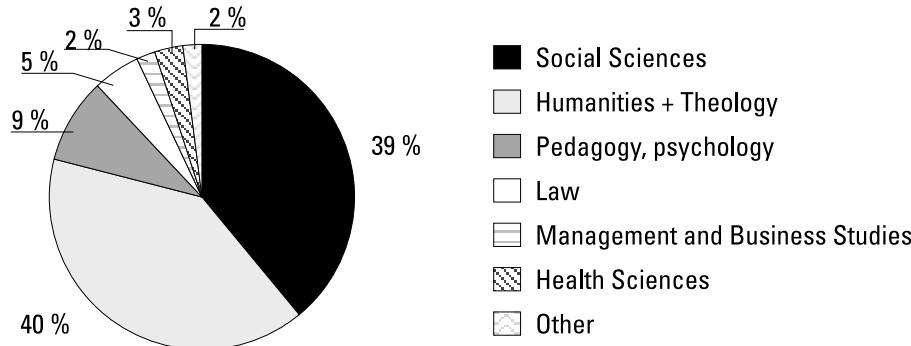
A majority of the respondents worked at the universities of Helsinki, Tampere or Turku: 30 per cent came from the University of Helsinki; 17 per cent from the University of Tampere, and 15 per cent from the University of Turku.

Internationally, most Women's Studies scholars have their background in the social sciences or humanities, so also in this sample. Humanities (including theology) were represented by 40 per cent of the respondents, the social sciences by 39 per cent, and education & psychology by 9 per cent. The diversity of the fields of the respondents is widest in the University of Helsinki, where the respondents come from 26 different disciplines besides Women's Studies. The respondents from the University of Turku are concentrated in the humanities (16 disciplines), while the respondents from Tampere mainly come from the social sciences (13 disciplines). There are fewer disciplines represented in the other universities, but usually their spectrum is qualitatively wide, with the exception of the University of Oulu (languages, history

<sup>18</sup> For the tables referred to in this section, see attachment D.

<sup>19</sup> This division into two categories was carried out by the Panel Chair and Coordinator on the basis of information from the questionnaires complemented with own knowledge of the field.

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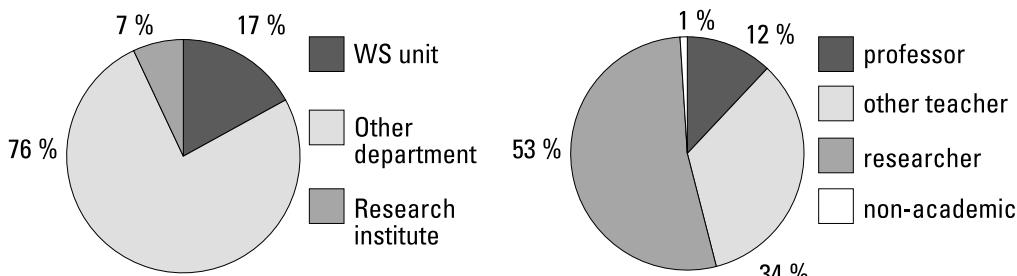


**Figure 3.** Disciplinary fields among the respondents, percentage (n=242).

and education). Only in the Swedish School of Economics and Business Administration are the respondents restricted to one field (management and organisation). This indicates that some universities (Tampere and Turku) have created a special profile in Women's Studies, while most of the other universities serve a more all-round milieu.

The overwhelming majority of the respondents (76%) were employed at the mainstream or ordinary university departments, while merely 17 per cent were attached to a Women's Studies Unit. Only 7 per cent were employed at a research institute.

Twelve per cent of the respondents were appointed or substitute (acting) professors, 34 per cent belonged to the category of "other university teachers", and more than half, 53 per cent, were researchers (including PhD students). It seems as if an overwhelming majority would have temporary appointments, which is in line with the general situation of academic employment in Finland. Only one per cent of the respondents had a non-academic employment at the time of submitting the form to the Academy of Finland. Such a low figure indicates that the university departments did not distribute the forms to PhD students or other researchers who did not have employment at the department or had left academia.



**Figure 4.** Work place of respondents, percentage (n=242).

**Figure 5.** Organisational position of respondents, percentage (n=242).

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# 4 Overview and Evaluation of the Women's Studies Units and Research Institutes

In this chapter the panel discusses and assesses the units of Women's Studies in Finland on the basis of the self-evaluation reports prepared by the units, the information gathered during the site visits and the information submitted to the panel by individual scholars attached to the units in their "individual forms". Firstly, the panel will shortly outline the historical background of the units, the positions and the funding of the units,<sup>20</sup> their teaching programmes, organised research education, larger research projects and the societal relevance of the units. Secondly, the panel will suggest some measures to be undertaken or considered at the units and the universities for the further development of the field.

The units will be discussed in the same order as the site visits were organised (i.e., Helsinki, Turku, Tampere, Jyväskylä, Joensuu, Rovaniemi, Oulu). The units included in the chapter comprise all those with professorships in Women's Studies as well as the University of Lapland, where an extensive Women's Studies teaching programme is upheld despite the lack of teaching positions. In addition, the situation at the University of Kuopio will be discussed shortly. Finally, the panel will give an overview of gender-related research carried out at two research institutes.

## Christina Institute, University of Helsinki

The Christina Institute (*Kristiina-instituutti/Kristina-institutet*), founded in 1991, is administratively located at the Faculty of Humanities of the University of Helsinki. The administrative status of the Institute is currently in a process of change and the Institute may in future be attached to several faculties. A professorship in Women's Studies was established at the Institute through university-internal funds. The professorship was made permanent in 2001. In addition, a temporary lecturer's position was established at the Institute in 1999/2000. The Institute has also two administrative positions; a coordinator and a secretary.

In addition to the Professor of Women's Studies, Aili Nenola, and the Lecturer, Anna Rotkirch, several senior scholars were attached to the Institute (autumn 2001): Docent Tuija Pulkkinen (senior researcher, Academy of Finland), Docent Leena-Maija Rossi (postdoctoral researcher, Academy of Finland); Docent Kirsi Saarikangas (Academy of Finland researcher), Minna Canth Academy Professor Ulla Vuorela (Academy of Finland) and Dr. Minna Uimonen (postdoctoral researcher). In addition, three doctoral students were attached to the Institute (Paula Kuosmanen, Eeva Raevaara, Antu Sorainen).

<sup>20</sup> See Appendix E for statistical information on positions in Women's Studies at the universities and other activities in Women's Studies in Finland.

The Christina Institute maintains an ambitious teaching programme, which is made possible through formalised cooperation with teachers employed at the departments (altogether 34 “contact teachers”, who are in charge of instruction and examinations) and other teachers who do not have positions at the departments. The programme consists of 60 credits, covering elementary, intermediate and advanced levels. Since 1987 Women’s Studies can be chosen as a minor subject in the MA degree at the University of Helsinki and the Institute aims at introducing a major in the near future. The Christina Institute estimates that about 400 MA theses were supervised (at least partially) at the Institute 1995-2001. Supervision of undergraduate students seems to be concentrated to the two staff members with teaching positions (professor, lecturer), while the researchers at the Institute participate in supervision of postgraduate and doctoral students.

The main emphasis of the Institute has been within the humanities, particularly philosophy, cultural studies and art history, but the teaching programme is characterised by multi/interdisciplinarity, which is also the general profile of the Institute. Furthermore, the Institute has placed an emphasis on theoretical studies and, in recent years, also on gay/lesbian/queer studies. The level of internationalisation of the Christina Institute is high, including teaching in English, activity in student and teacher exchange programmes and international research cooperation.

The Christina Institute has taken on nation-wide coordination tasks within the field of research education. The Institute also organises regular research seminars for doctoral students and researchers. For example, in 2001, research seminars were organised both by the professor and two senior scholars. In addition, the Institute has been in charge of three research courses for PhD students funded by the Nordic Academy for Advanced Study (NorFA) since 1996.

Large research projects attached to the Institute (autumn 2001) include: *Gendered Violence in the Finnish Culture* and *Ingrian Laments* (Nenola); *Social Production of Space* (Saarikangas); *Polity, Contingency and Conceptual Change* (Pulkkinen); *Changing Gender Orders in Restructured European Societies* and *Genre et gestion locale du changement dans sept pays de l’Union Européenne* (Raevaara); *Contrasting Russian Gender and Internationalisation of Intimacy: Chains of Care in Finland, Russia and France* (Rotkirch). Academy Professor Ulla Vuorela, who is attached both to the Christina Institute and to the University of Tampere, is leader of the project *The Rich, the Poor and the Resourceful. Aspects of Gender in the Post-colonial and Post-development Context*. Not all the doctoral students and other scholars involved in the projects seem to be physically integrated into the Institute – there is no space. The researchers at the Institute produce a large amount of articles, books and conference papers. A considerable amount of expert tasks within academia have been concentrated to the professor, who was also Chair of the Research Council for Culture and Society, and member of the Board of the Academy of Finland in 1998-2000.

The activities of the Christina Institute are also in many respects relevant from a societal perspective. The Institute organises discussions aimed at a general audience (Café Christina). The Christina Academy is a more academic event, but is directed to

a wider audience within the University. The Institute maintains regular contacts and cooperates with many women's organisations and pressure groups. The Institute also maintains various forms of external information activities.

The Christina Institute is the centre for Women's Studies and Gender Research at the University of Helsinki and a unit for coordinating this field at the whole University. It is a well-functioning and well-established institute with a high level of activity. The panel notes that the Institute was recently awarded Helsinki University's annual prize for "qualitatively high level of activity". The broad scope of activity and the versatility of disciplines and research orientations at the Institute seem to have created a good and productive work atmosphere. The "double strategy", with an extensive "responsible teachers' network" has also proved successful. The Institute has taken on the challenge to integrate teaching in Women's Studies into the departments at the University of Helsinki and has plans to intensify this cooperation in future. Yet, the panel is hesitant whether a somewhat more narrow scope of activity would be a strategy to consider, as long as the Institute's staff resources are so scarce. Undoubtedly, the Christina Institute has the needed competence to maintain and develop the disciplinary breadth and cross-disciplinarity in its activities, but this is not unproblematic as long as the uncertainty of its institutional status continues. A permanent funding base, where also the other faculties of the University participate, is therefore a critical point for the future development of the Institute. The supervision and tutoring tasks of the staff and attached scholars are extensive. Yet, the Institute may consider whether the attached scholars could divide supervision of undergraduate theses amongst themselves more than hitherto has been the case.

The panel notes that the Christina Institute is a unit consisting of active scholars, many of them at postdoctoral and docent level. Several of the scholars attached to the Institute have achieved "expert status" in their field. If the University of Helsinki wants to develop Women's Studies, the "critical mass" of highly qualified and motivated scholars and teachers is already there.

### Women's Law, University of Helsinki

Women's Law was established as an academic discipline at the University of Helsinki in 1996, when a five-year professorship funded by the Ministry of Education was allocated to feminist legal studies. Docent Kevät Nousiainen was appointed to the professorship during 1996-2001. Recently, the Faculty of Law appointed her for a second five-year period. During 1997-2001 an assistantship was placed in Women's Law (Docent Anu Pylkkänen, later L.L.M. Johanna Karkia), but this position has not been continued. The professorship in Women's Law is located in an academic milieu that to a high extent is male dominated (two out of 37 professors are women).

Women's Law is a small unit in a large faculty, if one can talk about a "unit" in an organisational sense. A compulsory course in Women's Law has been introduced and it is an important contribution to the strategy of "mainstreaming" – one of the very few examples of this kind in Finland. On the whole, Women's Law seems to be attractive to students. Courses arranged by the unit on anti-discrimination law and

similar issues attract a fair amount of students. With respect to societal relevance it can be mentioned that scholars in Women's Law have acted as experts in legislative work and participated in voluntary legal aid for women.

The professor and other senior scholars attached to Women's Law have succeeded well in achieving external research funding. In 2001, larger research projects included: *NordFruJus* (Nordic Council of Ministers) and *Including Difference in Legal Subjecthood (Difference Inc)* (Academy of Finland). The unit has also coordinated a NorFA research network *Gränsöverskridande kvinnorätt* (Women's Law Across Borders). The research at the unit is conducted within a larger Nordic and international cooperation and is also of a high societal relevance. The professor has a good publishing record in both domestic and international fora. The number of attached scholars is not very large and it has apparently been difficult to create a space for postdoctoral recruitment. However, an Academy of Finland funded project on violence against women (project leader Dr. Johanna Niemi-Kiesiläinen) at the Faculty of Law is a good example of the strong contacts of gender researchers in the Faculty with the unit of Women's Law.

The Women's Law at the University of Helsinki is one of the leading milieus in its field in the Nordic countries today, and it has a prominent position within Nordic cooperation. Yet, the unit is highly vulnerable. Qualified scholars in the field are lost to the University because of uncertain and time-limited funding opportunities and lack of employment opportunities in permanent positions. The funding of the assistantship in Women's Law should have continued. Women's Law at the University of Helsinki has to be developed into a unit with research and teaching resources. The panel particularly emphasises the importance of further developing the compulsory teaching in gender issues within the ordinary disciplines of the faculty. Women's Law has clearly made a good start here, but the Faculty could be more responsive. A recent international evaluation of the teaching at the Faculty of Law states "Contrary to the law faculties in the other Nordic countries, this Faculty has not taken a great interest in the area [...]. The Faculty seems to have a high-quality Women's Studies unit, which competence should be made use of."<sup>21</sup> Our panel fully agrees with these statements.

### Women's Studies at the Swedish School of Economics and Business Administration in Helsinki

At the Swedish School of Economics and Business Administration a five-year professorship in Women's Studies was established at the Department of Management and Organisation in 1997. Docent Anne Kovalainen was appointed to the professorship. At the School, there is no unit of Women's Studies in an administrative sense. Instead, there is a small network of staff and PhD students interested in gender research. In addition to Professor Kovalainen, the Network consisted (October 2001) of a senior research fellow at professorial level (funded by the Academy of Finland), Professor Jeff Hearn, and doctoral students.

<sup>21</sup> See *Report by the Evaluation Panel of Teaching and Degrees at the University of Helsinki: Faculty of Law*. November, 2001. (Memorandum).

The School has offered only one (optional) teaching course annually (Gender, Management and Organisation). Instead, the professor of Women's Studies has been engaged in mainstream teaching and supervision and the professor's burden of teaching and tutoring seems to be exhausting. Both the Professor of Women's Studies, Anne Kovalainen and Academy Research Fellow Jeff Hearn have directed several research projects funded primarily by the Academy of Finland, but also e.g. by the European Union. Ongoing projects include *Recession and Trust* (Kovalainen); *Values in Knowledge Creation, Management, Organisation* (Kovalainen); *Business Studies and Gender Research – Integration or Separation?* (Kovalainen); *The Social Problem and Societal Problematisation of Men and Masculinities* (Hearn); *Sexualised Violence, Global Linkages and Policy Discourses* (Hearn); *Gender Relations in Top Management in Transnational Companies* (Hearn & Kovalainen).

Gender and economy, organisations, management and entrepreneurship are the speciality areas of gender researchers at the Swedish School of Economics and Business Administration. The panel finds that the focus on "Critical Studies on Men", an area that is still relatively new and underdeveloped in Finland, is also a valuable contribution to the research profile of the School. The panel notes that in respect of research activity (publications, conference papers, expert tasks in academia etc.), the senior scholars at professorial level with gender-related orientation at the School have an impressive record and have been active both within Nordic cooperation and internationally.

The panel does not think that the Swedish School of Economics and Business Administration has utilised the opportunities that were created through the professorship in Women's Studies in the best possible way. The opportunities for teaching in Women's Studies have been limited and the professor has also had to take on work tasks outside the field of Women's Studies. Yet, the emphasis on gender and economy makes this professorship unique in Finland, a country where (compared to e.g. Sweden) such issues have been largely underfunded and marginalised, particularly at business schools. The societal relevance of such scholarship is also significant. This kind of professorship would provide an opportunity to bring a gender perspective into a societal area that is critical in the endeavour to increase gender equality. Perhaps as a result of not having Women's Studies as a compulsory part of the teaching no large groups of students have as yet been recruited to the field. At an institution of this kind mainstreaming (e.g., through obligatory courses with a gender perspective) would also for this reason be an important strategy (cf. Women's Law above).

### Centre of Women's Studies, University of Turku

The Centre of Women's Studies (*Naistutkimuskeskus*) is a unit under the Faculty of Humanities at the University of Turku, established in 1995. A professorship in Women's Studies with funding from the Ministry of Education was established at the Faculty of Humanities and its Department of Art, Literature and Music (1998-2003). Women's Studies is one of the prioritised fields of the faculty. The special focus of the Centre has been on humanities – aesthetic subjects, history, cultural studies. The Centre attempts to put a specific emphasis on theory and methodology. An extensive

study programme including elementary and intermediate level teaching as well as intensive courses with an emphasis on theory and methods, has been developed (altogether 50 credits). A study programme at advanced level (20 credits) is currently in a phase of establishment.

Although the staff consisted in autumn 2001 only of the (acting) professor – Docent Marianne Liljeström – one researcher with external funding, an administrator and a part-time secretary, teaching resources also comprise part-time teachers and employees of other departments. The lack of continuity within the professorship has made it difficult to establish research projects at the Centre. Professor Liljeström has initiated a large project, including also foreign partners, on *Contrasting Russian Others: Gender and Nationality in Cultural, Historical and Literary Discourses of the 20<sup>th</sup> century* (Academy of Finland). An assessment of the scholarly activity of staff is made complicated by the lack of continuity in the professorship. This also affects the scarce number of postgraduate students and senior scholars attached directly to the Centre. The present professor personally has a good publishing record and maintains frequent international contacts.

A number of courses are offered in other departments that add some breadth to students' opportunities for a multidisciplinary approach to feminist scholarship. During the academic year 2001-2002 courses were offered at the Law School and in the Departments of Literature, Political History and Sociology. During the same academic year the professor in Women's Studies supervised students' work on their undergraduate theses in a broad range of disciplines within the Faculty of Humanities.

The Centre has developed an extensive teaching programme in English, partly in cooperation with Åbo Akademi University, and it has been active in international student and teacher exchange programmes and within Nordic-Baltic cooperation. The Centre has also established cooperation with Women's Studies units in the United Kingdom (University of Leeds; Lancaster University). The Centre also reports on cooperation with local cultural, multicultural and women's organisations, e.g. the Women's Centre in Turku.

The panel notes that several scholars in the regular departments of the University of Turku are active within Women's Studies and Gender Research and cooperate in many forms with the Centre. These scholars are primarily attached to the Faculty of Humanities (e.g. Literature, Media Studies, Education, Musicology, History, Cultural History, Art History, Ethnology), to a lesser extent to Political History and Social Policy. The breadth of Women's Studies at the University of Turku is noticeable also in the rate of responses to the questionnaire that was sent out by the Academy of Finland to individual researchers in Women's Studies and Gender Research. Amongst the larger ongoing (autumn 2001) research projects headed by scholars who have been or currently are members of staff of the Centre or who actively cooperate with the Centre can be mentioned: *Feminization in Nineteenth Century Finnish Literature* (project leader: Professor Päivi Lappalainen); *Cultural History of Writing Women at the Turn of the 20<sup>th</sup> Century* (project leader: Docent Ritva Hapuli) and *Fictional Constructions of Cultural Identity: Place, Gender, Ethnicity and "Race"* (project

leader: Professor Pirjo Ahokas). These projects are funded by the Academy of Finland. Women's Studies also participates actively in the school of Environment and Space in the Humanities at the University of Turku.

The Centre of Women's Studies at the University of Turku is a well-functioning and a promising unit both with respect of teaching and research. Its study programme is already well-established and a generally high level of activity is apparent. Although the Centre is as small as Women's Studies in e.g. Jyväskylä and Joensuu when it comes to number of staff, it is already a genuine "unit". Thus, the panel recommends the Centre to be further developed along the track that has been established. The Turku Centre is a good example of what even a small unit can achieve if there is an advanced university network to fall back upon. In particular, the Centre seems to be well-integrated into the Faculty of Humanities. The specialisation in the arts, culture, and history is positive, particularly since the resources of the Centre are so scarce.

### Institute of Women's Studies, Åbo Akademi University

The Institute of Women's Studies at Åbo Akademi University (*Institutet för kvinnoforskning*) is the oldest in Finland, founded in 1986. The Institute's location at a Swedish-speaking university gives it a specific profile in the Finnish Women's Studies community. Administratively the Institute is part of the Faculty of Economics and Social Sciences since 1999, but it upholds an interdisciplinary profile covering both social sciences and the humanities. The professorship was funded by the Ministry of Education in 1996-2000. Since 2001 it is funded by the university. The professorship was established as a permanent position by Åbo Akademi University in 1997. Dr. Harriet Silius has been appointed to the professorship until the end of 2003. The Institute has one additional teaching/research post, i.e. an assistantship (acting assistant Katarina Jungar), as well as administrative staff. Three doctoral students (Katriina Honkanen, Kristin Mattsson, Salla Tuori) and one postdoctoral scholar (Ann-Catrin Östman) with external funding were attached to the Institute (autumn 2001). The Institute has attached two foreign scholars as docents (Professor Margaret McFadden, USA and Dr. Eva Magnusson, Sweden). Ongoing research projects (autumn 2001) include *Ethnicity and Gender* (Academy of Finland & the Bank of Sweden Tercentenary Foundation) and *Women's Studies & Employment* (EU).

The Institute has a well-established teaching programme at elementary and intermediate level. Women's Studies can be included as a minor subject (35-40 credits) in several degree programmes at the University. The teaching resources seem to be more restricted to the Institute's own staff than is the case at some of the larger universities. Although there is an interest in Women's Studies amongst undergraduate and PhD students at several departments in the Humanities and Social Sciences, the panel notes that the number of senior staff with this orientation at the ordinary departments is fairly modest (assessed on the basis of returned evaluation questionnaires). The departments of Sociology and Musicology are, however, outstanding exceptions. Large research projects have been carried out in these two departments: *Images of Women's Health* (project

leader: Professor Elianne Riska), *Feminist Interpretations of Music* (project leader: Professor Pirkko Moisala). Such examples show that positive synergy effects can be created between the mainstream disciplines and the units of Women's Studies through projects where the doctoral students can gain from supervision and tutoring from the units.

Yet there is a network of scholars attached to mainstream disciplines within both the Humanities and the Social Sciences that cooperate with Women's Studies e.g. within multidisciplinary research projects. The Institute has reached out to several departments through supervision of thesis work. For example, the Institute estimates that ten per cent of all doctoral dissertations at Åbo Akademi University were co-produced by Women's Studies in 2001; within the Social Sciences and Humanities Women's Studies contributed to a third of all doctoral degrees.

The Institute has been active in recruiting new scholars to Women's Studies. The professor has been engaged extensively in supervision of under- and postgraduate students and in organising external funding for research and other projects. The professor also seems to be highly valued by the scholarly community as an expert, and she is active in several networks, also internationally. The PhD students at the Institute may not have a large publishing record as yet, but they are apparently encouraged to orient themselves internationally.

Nordic cooperation (both within research and teaching) has characterised the Institute since the beginning, more recently cooperation within the European Union has become important. The contacts of the Institute to feminist activism – particularly the shelter movement – are lively. The Institute organises regular “feminist discussions” on current topics and publishes a magazine. The Institute seems to be socially very cohesive. The closeness between activism and teaching reflects an active and socially outwardgoing group of students and younger researchers. Scholars and students from both universities in Turku/Åbo regularly use the large library and documentation services of the Institute.

The Institute is well established and has developed a profile of its own as the only Swedish-language unit in the country. At the same time, the Institute's significance reaches beyond a Finland-Swedish context, which is expressed for example in active Nordic and EU-oriented cooperation. There seems to be a clearer profile in Åbo than elsewhere towards an independent study programme in Women's Studies that would award MA degrees and doctorates, i.e. not integrated into other study programmes or in joint degrees. A goal is to achieve a status as a major for Women's Studies, with the support of the University. In addition, the Institute aims at a labour-market-oriented Master's programme in gender equality, in cooperation with some departments. According to the panel, this may well be a profile for Women's Studies at Åbo Akademi University. Yet, it is somewhat unclear to the panel whether multifaceted teaching and research activity can fully be maintained with such limited personnel resources.

## A suggestion to Women's Studies at the University of Turku and Åbo Akademi University:

The panel notes the unique opportunities that exist in a university town with two active units of Women's Studies, as is the case in Turku/Åbo. The units have long traditions in cooperation within teaching, research and international activities (e.g., student and teacher exchange, the NOISE Summer School for postgraduate students, etc.). The English-language study programme is developed in cooperation by both. Furthermore, the panel notes the differences in scholarly orientation between the two units. While Women's Studies at the University of Turku is more oriented towards humanities and arts, Women's Studies at Åbo Akademi University apparently has a stronger foothold in the social sciences in a wide sense, comprising also history. The panel therefore suggests a more multifaceted cooperation between the two units, particularly at more advanced levels and in doctorate studies. The panel is, however, aware of the language problem in this context, i.e. that bilingualism in practice often tends to become unilinguality (i.e. Finnish). Yet, particularly since the panel is aware that as many of the present scholars affiliated with Women's Studies are bilingual or fluent in both domestic languages, the panel hopes that the two units of Women's Studies in Turku/Åbo would find ways to overcome these difficulties. It is obvious that the ground for a fruitful cooperation is already there.

## Department of Women's Studies at the University of Tampere

The Centre of Women's Studies at the University of Tampere was established in 1990. Since 1995, the Centre is an independent unit under the Faculty of Social Sciences, and since 1998 a department, *Naistutkimuksen laitos* (the only unit of Women's Studies in Finland with a departmental status). The Department in Tampere is better staffed than the other corresponding units in Finland. The University of Tampere received funding from the Ministry of Education for a professorship in Women's Studies in 1996. In 1997, Docent Tuula Gordon was appointed to the post. In addition to the professorship (until 2001 with earmarked funding, since 2002 on permanent basis), posts for a senior assistant (yliasistentti) and an assistant (asistentti) have been established, as well as administrative posts. In the autumn of 2001, Docent Tuula Gordon was professor of Women's Studies; Docent Ritva Nätkin and Dr. Jaana Vuori were acting senior assistants. Many doctoral students and postdoctoral researchers were attached to the Department and located in its premises, including: Hanna-Mari Ikonen, Arto Jokinen, Tuula Juvonen, Sanna Kivimäki, Kirsti Lempäänen, Minna Nikunen, Dr. Maarit Piipponen, Eila Rantonen and Docent Suvi Ronkainen. In addition, three researchers were located elsewhere (Minna Piispa, Suvi Keskinen, Dr. Mikko Tuhkanen). Dr. Aino Saarinen has been appointed as a docent of Women's Studies since 1993.

The emphasis of Women's Studies in Tampere has been on the social sciences; but an explicitly inter- and multidisciplinary profile has simultaneously been developed. The Department has, for example, adopted a guideline with the aim of reserving one of its teaching posts for a person with background in the humanities. Also men's studies are emphasised. The Department has developed an extensive study programme (up to 55 credits) comprising elementary, intermediate and advanced

level teaching. At the University of Tampere, Women's Studies can be included as a minor subject in several degree programmes. The number of students has steadily grown and has in recent years exceeded 200 annually. The Department of Women's Studies has developed teaching and seminars at postgraduate level, often tied to ongoing large research projects.

Currently a project of a "joint degree" is under way, in cooperation with four departments, two within the social sciences (sociology & social psychology; journalism & mass communication) and two within the humanities (history; literature & arts). Students can combine their main subject and Women's Studies at the level of advanced studies. After a three-year experimental period, the plan is either to extend the possibilities for awarding joint degrees or to develop a major in Women's Studies. Organised cooperation with other departments has been an explicit strategy for the Department of Women's Studies and this strategy has proved successful. The strategy works both ways: employees at the departments teach at the Women's Studies Department but the Department also organises teaching in Women's Studies in cooperation with the traditional departments. The panel notes the strong presence of Women's Studies amongst senior staff members in several of the mainstream departments of the University of Tampere and, for example, in the Work Research Centre and the Department of Public Health.

The international activities of the Department are lively, encompassing teaching in English, student exchange, teaching and research cooperation (e.g. Poland, EU countries, particularly the United Kingdom). The Department organises regularly teaching within the Open University, cooperates with the Equality Committee of the University, as well as with organisations and public bodies both locally, regionally and nationally. The Department organises "Feminist Afternoons" open to the public. On Flora's Day in May, at the end of the term, the Department arranges an event where under- and postgraduate theses and dissertations with gender perspectives are celebrated. In addition, the student association "Women's and Men's Studies" (NaMi), which was represented at the site visit, seems to be active and committed.

Several research projects are attached to the Department. The research fields cover fields such as citizenship, nationality, ethnicity, welfare state, sexuality & violence, parenthood, education, rural women, masculinity and literary metaphors. The largest projects included (autumn 2001): *Gender and Nationality: Constructions of Being Finnish* (project leader: Tuula Gordon); *The Violence of Sex: Meanings, Emotions, Practices and Policies of Sexualised Violence* (project leader: Suvi Ronkainen); *Marginalised Sexual Cultures: The Constructions and Deconstructions of Sexual Otherness* (project leader: Tuula Gordon). All three projects are funded by the Academy of Finland. In addition, the Department is in charge of three large research networks: *Gender and Nationality Research Network "Juniperess"* (Academy of Finland); *Finnish Network for Researchers on Sexualised Violence* (Academy of Finland) and *Violences, Agency Practices and Social Networks* (Nordic Academy for Advanced Study, NorFA).

The Department of Women's Studies at the University of Tampere is well functioning both from an organisational perspective and with respect to social

coherence. Furthermore, the Department seems to be well integrated into the supportive Faculty of Social Sciences. The level of both teaching and research activity of the Department is impressive. In many respects, the panel got the impression of a “success story”. The panel wants to emphasise the significance of the nation-wide and international networking activities of the scholars at the Department. The professor has impressive international links and is very productive. In addition to a few senior scholars at postdoctoral and docent level, the strong presence of junior researchers and doctoral students characterises this Department. Thus, the recruitment of scholars seems to function well, including the field of men’s studies. Many of the younger researchers are quite active concerning publishing and other forms of scholarly activity, yet a stronger international orientation in publishing may be wished for.

The Department has systematically developed cooperation with other departments and units at the University, also outside its own faculty. This contributes to the maintenance of a high level of teaching and the integration of gender perspectives into several disciplines. Yet, there are still problematic fields within the University where gender perspectives are ignored within teaching and research. Moreover, the integration strategy ensures the recruitment of students into Women’s Studies and contributes to a broad competence for attached scholars/lecturers (not “only” in Women’s Studies, but also within the disciplines). One challenge for the Department is to become more oriented towards the humanities, despite the administrative anchoring at the Faculty of Social Sciences, what apparently is a concerted aim for the Department. Another challenge is the relatively high turn-over of staff that is due partly to overwork, partly to the temporary and time-limited character of postdoctoral posts in the Finnish university system.

### Women’s Studies at the University of Jyväskylä

Women’s Studies at the University of Jyväskylä is not an administrative unit. The five-year professorship that was founded in 1996 was placed at the Unit of Social Policy, Department of Social Sciences and Philosophy. The professorial funding has also provided the financial base for a temporary assistant’s position. Dr. Eeva Jokinen was appointed to the professorship in December 1998. Dr. Tuija Saresma was assistant in Women’s Studies (autumn 2001). Two docents are attached to Women’s Studies, Dr. Marja Vehviläinen (currently professor at Luleå Technical University in Sweden) and Dr. Tuija Pulkkinen. The University of Jyväskylä has decided to continue the professorship for another five-year period (2002-2007).

The emphasis of Women’s Studies at the University of Jyväskylä is on the social sciences and cultural studies. The focus, both in teaching and research, seems to be on transgressing traditional disciplinary boundaries. This interdisciplinarity is also evident in the teaching programme in Women’s Studies. Teaching has been established at elementary and intermediate level, up to a maximum of 35 credits. An “integrated Masters programme” in Women’s Studies and Social Sciences was established in 1999 in cooperation with the other disciplines in the Department (i.e., sociology, social policy, social work, political science and philosophy). Postgraduate

studies have also been established and PhD students contribute to the teaching programme to a relatively large extent. The professor has a good publishing record and seems to be well integrated into the scholarly community both within the country and internationally.

Larger research projects that were ongoing (autumn 2001) included: *Displacing Violence* (project leader: Eeva Jokinen); *Changing Gender Orders in European Integration* (project leader: Marja Keränen); *Work, Gender and Ageing: Management of Ageing in Later Working Life* (project leader: Raija Julkunen).

The international activities of Women's Studies in Jyväskylä include Erasmus cooperation; European Lesbian Studies; participation in Nordic and European projects, research networks and postgraduate courses. The Women's Studies community in Jyväskylä has offered courses at the Open University and cooperated extensively with local and regional organisations and public bodies.

Women's Studies at the University of Jyväskylä is well under way. A strong "women's studies identity" is noticeable in the profile of Women's Studies here, and an organisational identity is also under development. The panel recommends that an administrative unit in Women's Studies be established. Women's Studies in Jyväskylä has relatively limited teaching resources. The network of researchers or teachers attached to the discipline-based departments covers mainly the social sciences, to a much lesser extent the humanities. As long as the resources are so scarce, it is difficult to recommend any wider "integration strategy" for Women's Studies in Jyväskylä. The necessity of developing Women's Studies *per se* need not to be smaller for this reason, but since the conditions are different in Jyväskylä compared to some of the larger units, perhaps some specialisation is necessary. The maintenance of the teaching programme seems also here to have its costs, noticeably in exhaustion of the staff because of the work-load in teaching, supervision and administrative work. The time-limited character of the professorship also in future implies that instability may continue, which is a challenge for the Women's Studies community at the University of Jyväskylä.

### Women's Studies at the University of Joensuu

Women's Studies at the University of Joensuu is no formal administrative unit, but a Network of Equality and Women's Studies covering many disciplines and faculties of the University. Another important body of cooperation has been the Society of Women Researchers in Joensuu. Joensuu seems to be the only place where such an association – earlier prominent in most university towns – is still active. Although such associations and networks are not formally part of the University, they can on the other hand be flexible and are not tied to academic routines and hierarchies. In addition, through the Society of Women Researchers links to the local community have been upheld. In 2001, a coordinating group was established including professors and scholars from different departments to coordinate the teaching in Women's Studies at the University, and the institutionalisation of Women's Studies in Joensuu into academia took a decisive step forward.

The five-year professorship in Multidisciplinary Equality Research, particularly Women's Studies in Psychology, funded by the Ministry of Education, was established in 1999 and was attached to the Department of Psychology. The lack of continuity in the professorship has made the development of Women's Studies difficult, since Docent Airi Hautamäki, who was appointed to the professorship, left the post in 2000. An acting professor, Dr. Katri Komulainen, was then appointed until the end of the five-year period. Since 2001, the teaching of Women's Studies within the professorship has increased considerably.

A regular elementary study programme with a multi-disciplinary orientation in Women's Studies (15 credits) was, however, established more than ten years ago and other discipline-oriented courses with a gender perspective are also given at the University of Joensuu. Obtaining funding for teaching has been very difficult, and the role of the Open University has therefore been significant. On the whole, Women's Studies in Joensuu has followed an integration strategy and most courses offered are joint courses with the mainstream disciplines. There are obvious ambitions for multidisciplinarity and for virtual teaching as well.

The panel notes that although the teaching programme in Joensuu is less extensive than in most other universities in Finland (where the programme is 35-60 credits), the student interest seems to be high and corresponds well to the number of students at other units of Women's Studies in the country. The professor in Women's Studies has also led postgraduate research seminars in Women's Studies.

Professor Katri Komulainen was herself the first to receive her PhD from the Gender System graduate school. For a young scholar at the beginning of her career, she has published and participated in conferences and seminars quite actively. In addition to the professor, the Network consists of two docents attached to the University with a Women's Studies orientation, and a number of postdoctoral scholars and PhD students, who work at different departments of the University. In 1993 Dr. Tuula Gordon was appointed to a docentship in Educational Sociology with focus on Women's Studies (later, she was appointed to the professorship in Women's Studies at the University of Tampere). In 1995, Dr. Kaija Heikkinen was appointed to a docentship in Folklore with focus on Ethnological Women's Studies. Docent Heikkinen has in many respects been a key person for Women's Studies in Joensuu. She has a good publishing record, lively national and international links and several expert tasks within academia.

The teachers and examinators in Women's Studies have their disciplinary background in several departments of the University. The main profile of the Network seems to be on psychology, folklore studies, social sciences and cultural studies. A relatively large number of doctoral dissertations with a gender perspective have been submitted at the University of Joensuu and many dissertations are currently under preparation. Ongoing (autumn 2001) larger research projects in Women's Studies and Gender Research at the University of Joensuu include *Ethno-cultural Otherness – Resource and Limitation: A Study of Russian Speaking and Other Immigrants (in Finland)*, (project leader: Docent Kaija Heikkinen) and *Nationality and Gender in Secondary School* (Professor Katri Komulainen).

In sum, Women's Studies in Joensuu seems to have had a fairly difficult time getting accepted at the University. Yet, more recently, a positive development towards an institutionalisation and recognition by the University is evident. Women's Studies is characterised by a small "faithful" group of activists, but also by an obvious risk of burn-out. Very few women's studies and gender scholars seem to have enough funding at Joensuu. As a consequence, the network has remained small and its resources limited. Also in Joensuu PhD students contribute to a high extent to maintaining the level of activity. The lack of an institutionalised status is an obvious challenge to the future development of Women's Studies activities in Joensuu. The panel suggests that the University establish a steering group to coordinate the activities and to promote the further institutionalisation of Women's Studies at the University. One possibility that may be considered in Joensuu (as in the other smaller units/networks in Finland) would be to continue to further deepen the orientation that is in line with the general profile of the University. In addition to psychology, that might emphasise, for instance, regional studies (including "Karelian studies") covering themes such as nationality, ethnicity, regional identities etc. The active role of Women's Studies at Joensuu in the launching of nation-wide virtual teaching ("WomenNet: The Virtual University of Women's Studies") is understandable, considering the local conditions and limited resources. Through WomenNet the role of Joensuu within Women's Studies in Finland would be highlighted.

## Women's Studies at the University of Lapland

Contrary to the other universities discussed in this chapter, the University of Lapland has no professorship (or other teaching positions) in Women's Studies. The only person, whose job description is specifically designated to Women's Studies, is an amanuensis (an administrator) currently attached to the Faculty of Education. In addition, the University has recently appointed a steering group of Women's Studies to coordinate the activities.

Despite the lack of staff resources and an organisational base, a multidisciplinary module (up to 35 credits, including 15 credits in English) has been established as a teaching programme in Women's Studies. The programme is mainly centred in the Faculty of Education, but covers a larger field of disciplines at the University, i.e. within law, art and design and the social sciences. The bulk of teaching is carried out by staff members at the ordinary departments as part of their normal teaching and instruction load. Women's Studies can be included as a minor in all MA-level degrees at the University. The Women's Studies programme also focuses on "women in the North", an emphasis related to the University's location. The University of Lapland is obviously the only institution for teachers' training in Finland where a compulsory course on gender and education is offered and is in this respect a model for mainstreaming for other teacher training institutions.

Women's Studies at the University of Lapland also offers postgraduate education, in the form of regular research seminars, led by Dr. Päivi Naskali. Since the mid-1990s, five PhDs and several licentiate theses with themes relating to Women's Studies and Gender Research have been awarded at the University. The ongoing larger research projects include participation in the research programme on Sexualised Violence

(funded by the Academy of Finland) with the project *Victims, Perpetrators and Prostitutes: Mapping Sexed/Gendered Power and Violence in Finnish Culture and Incest as a Subjective Experience of the Victim* (project leader: Dr. Anneli Pohjola).

International cooperation both within teaching and research has been extensive. Women's Studies in Lapland seems to have found a profile of its own in this respect, within e.g. the research network *Femina Borealis-Women and Development in the North*. The University of Lapland has also organised several international summer schools in Women's Studies since 1995.

Women's Studies scholars at the University of Lapland have been active in the cooperation with local and regional organisations and with public bodies. For example, the conference on "Women in the Arctic 2002" provides a good platform for Women's Studies at the University of Lapland to further develop the contacts to various organisations, local and central governments etc. Also the teaching in Women's Studies within the Continuing Education Centre and the Open University has been extensive during many years.

Women's Studies at the University of Lapland has good possibilities to further continue to specialise in issues relevant to the Northern area, and through such a profile make a special contribution to Finnish Women's Studies as a whole. Also, Women's Studies at the University of Lapland will most probably gain from the future Virtual University-based teaching in Women's Studies that is currently being planned. Yet, it is obvious to the panel that the teaching programme in Women's Studies at the University of Lapland cannot be maintained or developed in the long run without a permanent senior teaching position. There seems to be both a student interest, an interest from attached scholars, as well as scholarly competence in order to get qualified applicants for such a position. Women's Studies has currently the greatest foothold within education and in feminist pedagogy. That is a strength, but also its limitation. Without permanent teaching positions the activities are dependent on individual scholars and therefore vulnerable to turnover and burn-out. Women's Studies at the University of Lapland might also explore the possibilities of cooperation with the University's other multidisciplinary fields to have more continuity. A university such as the University of Lapland that is relatively new and open to multidisciplinarity, ought to take measures to further develop an innovative field such as Women's Studies.

## Women's Studies at the University of Oulu

Women's Studies at the University of Oulu is part of the Faculty of Education, and administratively situated in the same unit as Sociology and Environmental Education at the Department of Educational Science and Teacher Training Education. There is no autonomous unit of Women's Studies, but there is a Consultative Women's Studies Committee with the mandate to support, promote and help develop Women's Studies in the faculties of the University.

In addition to the five-year professorship, founded in 1998 through funding from the Ministry of Education, a senior assistantship (yliassistentti) has been established and

funded by the University. Dr. Kaarina Kailo was appointed to Professor of Women's Studies in 1999, and Dr. Vappu Sunnari to the position as senior assistant in 1998. In addition, three PhD students with funding from the Academy of Finland were attached to Women's Studies (autumn 2001): Anu Tallavaara, Tuija Huuki and Rauna Kuokkanen. The administrative part-time posts (2) were temporary arrangements for 1999-2000 and have been discontinued since. A number of teachers and researchers from the ordinary departments and disciplines at the University serve as examiners in Women's Studies.

The profile of Women's Studies in Oulu is multi- and interdisciplinary. An extensive teaching programme with a wide range of courses has been established. Earlier, while Women's Studies was located within the Faculty of Humanities, a BA with Women's Studies as a major was established within it. This option was, however, abolished when Women's Studies was transferred to the Faculty of Education in 1998. Women's Studies is at present offered up to a minor (35 credits). In addition, a module in English on "Northern Women Studies" (10 credits) is offered to both domestic and foreign students.

A promising start to mainstream gender perspectives into the general curricula is the course within the Early Childhood Education programme of the Faculty of Education, given for the first time in 2001. On the other hand, the two staff members seem to have taken on the responsibility of covering a broad variety of disciplines and scholarly fields in, for instance, compiling literature packages for students. Although the panel does not question the competence and expertise of the staff in this respect, such work is very time-consuming and the scope of optional courses offered to students should perhaps be reconsidered.

On the whole, it seems as if Women's Studies courses would not be integrated to any larger extent into other faculties of the University. Exceptions are some departments and disciplines (e.g., languages, art studies and anthropology) within the Faculty of Humanities, its earlier milieu. Women's Studies scholars in Oulu are also involved as equality consultants in a large EU-funded project *WomenIT* coordinated from Kajaani. This project has increased the options of Women's Studies in Oulu, and courses in equality issues will be offered throughout the faculties.

Regular research seminars for postgraduate students are offered in Women's Studies. In addition, all PhD students preparing dissertations that include a gender perspective have to take a 10-credit unit (tailored case-by-case) in Women's Studies. Currently around ten persons are working on postgraduate dissertations or theses with Women's Studies or Gender Research orientation. They are, wholly or partly, supervised by the two staff members in Women's Studies.

The main foci of the staff in Women's Studies in Oulu are (cyber)ecofeminism and education, but emphasis in the Unit is also put on Nordicity and multiculturalism. The following two large research projects, administered by Women's Studies, were ongoing in autumn 2001: *Gendered Power Relations, Violence and Monoacculturation in Educational Institutions* (project leader: Professor Kaarina Kailo) and *Gendered Power Relations and Violence in Schools and Teacher Education* (project leader: Dr. Vappu

Sunnari). Five PhD students are attached to these projects which are funded by the Academy of Finland. In addition, Dr. Vappu Sunnari is the leader of a research network on *Gendered Violence in Schools and Teacher Education in the Barent's Region*. The network is funded by the Nordic Council of Ministers' research programme on Gender and Violence. This network includes research education. Women's Studies in Oulu (Sunnari) has also been coordinator of a NorFA research course on *Sexism and Violence in School as Research Targets* and an EU-funded (Daphne) project on *Sexualised and Gendered Violence in Educational Organisations*.

The two senior staff members are very productive, both in terms of research of their own and the coordination of larger research projects. The division of work between the professor and the senior lecturer seems to function well with regard to supervision tasks of both undergraduate and postgraduate students. The professor has spent a large part of her professional life abroad (in Canada). For that reason she is perhaps not yet as well anchored in the Finnish academic community as is the senior assistant, judging by their involvement in experts tasks within academia, as these have been reported to the evaluation panel. On the other hand, the professor has been active in introducing new scholarly ideas and international links to Women's Studies in Oulu as well as to the whole Finnish Women's Studies community.

Women's Studies at the University of Oulu maintains an extensive orientation towards "society at large". Examples of these activities are the *Femina Borealis network* (that was established in the mid-1990s by Docent Aino Saarinen) and other forms of Northern and Arctic cooperation; as well as projects dealing with gendered violence and sexual harassment in schools, or women and IT. The international research and teaching activities of Women's Studies in Oulu within the Nordic-Arctic-Russian regions have been extensive. In addition, the Unit has developed exchange programmes with universities in e.g. the United States and Spain.

According to the panel, Women's Studies at the University of Oulu does not yet seem to be very well integrated into the Faculty of Education. This raises the issue of specialisation versus breadth, and of the division of profiles within the country. It seems as if the professorship and the Women's Studies programme would have an orientation that does not fully relate to the possibilities offered by the University. The profile of the Oulu programme is currently well in line with the opportunities fostered by its geographical location. Yet, it would also benefit from developing specialisations that correspond to the general focus of the University (as a technology university). The technology profile of the University may offer opportunities for the development of the field of "Gender and Technology". This field – hitherto largely underdeveloped within Women's Studies in Finland – is understood by the panel in a broad sense, covering a broad variety of the feminist critique of technology. Also the teachers' training may give further foothold for Women's Studies, since a significant number of students have this background, and the second teaching position in Women's Studies is within education. It is obvious that the two staff members have an ambition to cover a large multitude of disciplines, but this is hardly sustainable in the long run. As a consequence, the Unit's capacity to function

is affected negatively, and the general profile of the Unit seems somewhat incoherent. The staff may have clear visions of the orientation needed and, undoubtedly, the competence for this as well. Yet, the panel thinks that they may not have fully been able to prioritise their activities or to communicate their vision to others. For Women's Studies in Oulu it may be an idea to further continue developing the interdisciplinary teaching on elementary level (which has started out well). At the same time, however, it would be important to orient teaching at more advanced levels towards the general orientation of the University, at least as long as the staff resources in Women's Studies are scarce.

## Women's Studies at the University of Kuopio

Researchers from the University of Kuopio submitted the unit questionnaire to the evaluation panel. However, since the scope of research and teaching in Women's Studies was rather modest in Kuopio, the panel decided not to pay a site visit there. At the University of Kuopio there is neither a formal unit for Women's Studies nor specific positions or resources for this field. Yet, the Department of Health Policy and Management has given courses in Women's Studies and some research activity is ongoing in that department (e.g. a project funded by the Academy of Finland on care entrepreneurship in Finnish society). The teaching in Women's Studies is limited to an introductory course (2-3 credits). In some other courses gender issues are mainstreamed. During the 1990s, some students within the health services management have chosen to write their MA theses or doctoral dissertations with a women's studies/gender perspective. Professor emerita Sirkka Sinkkonen supervises a small group of postgraduate students, whose topics relate to Women's Studies.

## Women's Studies in Research Institutes

The mandate of the panel included the task to evaluate gender research carried out at governmental research institutes, covering also such research institutes that administratively are part of other ministries than the Ministry of Education. Since this field is very broad, the panel selected appropriate institutes on the basis of information in a report by the Council for Equality (TANE) on gender-relevant research at research institutes, funded by the public sector but located outside universities.<sup>22</sup> The definition of research with "relevance for gender equality" used in this report was broader than the definition used by the evaluation panel. For example, many of the reported projects used sex/gender as a background variable or the research concerned mainly or exclusively women/men but gender was not used as an analytical category (e.g. research on breast cancer or prostate cancer, occupational asthma in hairdressers, neck-pain among middle-aged farmers etc). According to this report, only 4 per cent of public research resources that were allocated to research at research institutes or within the ministries were related to gender. Within the Ministry of Social Affairs and Health the percentage was highest (about 11%), the Ministry of Education next highest (3.6%), followed by the Ministry of Labour (2%).

<sup>22</sup> Takala, Hanna: *Tasa-arvonäkökulma julkishallinnon tutkimussesssa*. Tasa-arvoasiain neuvottelukunta, Sosiaali- ja terveysministeriö. Naistutkimusraportteja 1/1998.

On the basis of the extensive bibliography on gender research compiled in the above report, the panel decided to focus on two large research institutes where several projects oriented to women's studies or gender research had been concluded or were ongoing: the *National Research and Development Centre for Welfare and Health (Stakes)* and the *Finnish Institute of Occupational Health (FIOH)*. The panel's assessment of gender research at FIOH and Stakes is based on meetings with scholars, on written material and on the questionnaires filled in by scholars attached to these institutes.

Both institutes are semi-governmental and subordinate to the Ministry of Social Affairs and Health, and are located in Helsinki. Research, development and information activities are carried out at both of these institutes. Strategic programmes indicate the guiding lines for the activities and priority areas for these institutes. The aims of FIOH include creating new information for the promotion of workers' health, for enhancing their work ability, for improving the work environment and for developing the work organisation. Stakes' mission is to produce information and know-how in the field of welfare and health and to forward it to decision-makers and other actors in the field.

At FIOH, particularly the research projects led by Docent Kaisa Kauppinen, Head of Research at the Section for Psychosocial Research, are important in this context. Among her projects on gender equality, work organisation and well-being can be mentioned *Women's Safety and Health at Work* (Task Force by the EU Topic Centre on Research); *Sexual Harassment at Work; The Glass Ceiling: Women & Leadership*; Estonian-Finnish cooperation projects and EU-funded projects. She is also doing an evaluation of the equality perspective in Finnish European Social Fund projects. The work is both informative and professionally competent. Other relevant projects include Docent Irja Kandolin's research on gendered structures of working life and family responsibilities in Finland and Estonia. The Institute is also well-known for its epidemiological research on reproductive health.

Two large projects or programmes at Stakes with a Women's Studies or Gender Research orientation can be mentioned in this context:

a) *Combining Work and Family Life* (1996-2000) was an EU-funded project headed by Docent Minna Salmi and including several researchers. This project was a multi-faceted and high-quality research, training, information dissemination and consulting programme. It was carried out by scholars from Stakes and the Work Research Centre at the University of Tampere and had several cooperation partners both within the country and on EU level.

b) The theme "Women and Health" has been in focus for several projects at Stakes. At present, Stakes also functions as the coordination point of the country-wide research network on women's health and health services "NaisNet" (see p. 75). Research Professor Elina Hemminki is the leader of several projects that relate to women's health, often with a focus on reproductive health. Research education is central to her research teams, and much research on women and health is carried out as postgraduate student work. Two projects can be specially mentioned. Päivi Topo's dissertation *Dissemination of Climacteric and Post-menopausal Hormone Therapy*

*in Finland* (1997) is a study of the social construction and shaping of medical technology, and Maili Malin's study on women's perceptions and experiences of infertility care is an example of how international feminist theory can be integrated into empirical research and also contain policy implications.

In addition to the projects mentioned above, the panel wants to note an ongoing project on prostitution and violence against women, involving both research and development activities.

The projects at the two research institutes that were presented to the panel are of good quality, both from a scholarly perspective and in respect of their policy implications. These activities provide a good example of how research from a gender or feminist perspective can focus on significant societal problems and inform policy considerations in a number of institutional locations. The projects are led by people who maintain regular contacts with university colleagues and who participate in international conferences and other cooperative contexts.

Yet, what surprises the panel is that given the size and volume of activities of those two institutes, the number of Women's Studies or gender related programmes and projects is very modest. Still more surprising – given the research and developmental fields of these two institutes – is that the limited amount of such research actually being done seems to depend mainly on individual persons who “happen” to be interested in these issues, rather than women's social conditions and gender perspectives being systematically considered in the overall planning of the institutes' activities. On the whole, gender-related issues are taken up only if the researcher herself has an interest in such issues. (A good example of this is the Section of Psychosocial Research at FIOH, led by Docent Kaisa Kauppinen, where equality at work places is listed as a main research area.) Thus gender is “silenced” and made invisible at these institutes. Gender-neutral (even gender-blind) approaches dominate, which is obvious also in the overall project descriptions of the institutes. Gender issues are not included in the strategic key areas of the institutes as a whole, and an explicit research policy with respect to gender is lacking.

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# 5 Assessment of Teaching, Research Education and Research

## Teaching

All Women's Studies units included in the evaluation have ambitious teaching programmes attended by a number of students. The panel is particularly impressed by the level of internationalisation of Finnish Women's Studies. Study programmes in English and exchange programmes with centres abroad have been developed at several units.

Generally the teaching programmes seem to hold a high standard and the curricula are well developed. The literature used in the courses is of high quality and reflects well the history and contemporary debates in international feminist thinking. This content compares well with what is taught in Women's Studies in, for instance, Scandinavia and the United States. The teaching may have a certain "bias" towards discourse-analytical and constructionist orientations. This situation reflects an international trend. Feminist teachers and scholars have everywhere (perhaps more so than in some other academic fields) been influenced and inspired by postmodernism, poststructuralism and deconstructivism. Whatever one sees as advantages with such paradigms, this orientation has – particularly within teaching – resulted in some neglect of other approaches and ways of problematising gender, which also are relevant. Feminist theories placing an emphasis on structural conditions, relational processes and institutional changes have fallen behind. The particular emphasis on culture and representation may have contributed to less than optimal emphasis on, e.g. work, organisations, and the economy.

On the whole, the panel's assessment is that the development of undergraduate teaching programmes in Finland has a good record, not least in a Nordic perspective. Cooperation and specialisation are the major strategies that the units use in order to strengthen the position of Women's Studies teaching within universities. A new concrete example of this strategy is Internet-based educational exchange including under- and postgraduate level teaching. This project is coordinated by Women's Studies at the University of Joensuu and is due to start later in 2002. The panel's impression is that since the basic courses in Women's Studies seem to be more or less standardised across the universities, virtual cooperation would strengthen the field. All units need not offer identical courses but tutorials and seminars could complement the virtual lectures at the local level. The Women's Studies Virtual Net would obviously be of advantage particularly for the smaller units in the northern and eastern parts of the country.

Undoubtedly, the usual academic hierarchies also exist within Women's Studies. Whether the actual functioning is more egalitarian and participatory than elsewhere in academia is difficult to assess with our material. In any case, the panel was impressed by the participation of students in most site visits. Many students

witness of an open atmosphere in the units. The student participation in planning and evaluating study programmes and curricula was mentioned during several site visits. In a number of unit reports, innovative teaching and student-centred or feminist pedagogy was emphasised. The panel also noted that students in Women's Studies have – in most units – founded their own associations.

Although undergraduate teaching in Women's Studies has developed well in Finnish universities, the panel wants to emphasise two major problems that can hamper this positive development, i.e. lack of funding and lack of formal recognition:

- 1) Lack of funding. Despite the establishment of professorial posts since the mid-1990s, the teaching programmes in Women's Studies are still generally underfunded at Finnish universities. As a consequence, teaching is to a large extent dependent on part-time teachers, voluntary work and personal enthusiasm. The amount of funding for teaching, its predictability, and whether the funding and the positions designated for Women's Studies are temporary or permanent affect the structure and stability of the units. In most countries, the teaching in Women's Studies started on voluntary basis i.e. more or less non-funded. The panel's conclusion is that this condition seems still to exist to a greater extent in Finland than in many other countries. With respect to undergraduate teaching, there is a need at all universities with teaching in Women's Studies to improve the financial conditions for course planning, teaching and supervision. If the teaching programmes cannot be guaranteed sufficient funding, the volume of teaching has to be reduced, for example through increased specialisation at more advanced levels. We will come back to the issue of funding and the need for specialisation in the concluding chapter to this report.
- 2) Lack of formal recognition. In Finland (as in many other countries) Women's Studies lacks the right to award degrees at MA or PhD level. Since credits for thesis supervision are, as a rule, registered for traditional departments, the work carried out at Women's Studies units is made invisible. The situation does not provide a basis for funding and the picture of student and staff productivity in the Women's Studies units becomes biased. Moreover, the current system of registration and allocation of credits does not facilitate multi- and interdisciplinarity, and cooperation across departmental boundaries is made difficult.

There are different solutions to this dilemma. A right to award degrees in Women's Studies ought to be introduced at Finnish universities. At the same time, it is important to develop a system where the credits can be shared between the traditional departments and Women's Studies units and to continue developing joint degree and integrated degree programmes and other forms of cooperation with the traditional disciplines and departments. The wishes of the Women's Studies units and students have to be considered in respect of which future strategies are chosen at different universities. It is important to be open to different strategies and solutions, particularly at a time when the teaching and degree system is undergoing reforms (e.g. as a result of the so-called Bologna Agreement), the disciplines themselves are changing and the boundaries between them are getting more blurred.

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### Research Education

The Panel had the opportunity to use the report and self-evaluation that the “Gender System” Graduate School had submitted to the Ministry of Education at the end of its second period. It also included an input by the students. To sum up, the School has definitely had a positive influence on the research education in Women’s Studies, both by funding postgraduate students in several universities and by increasing systematic co-operation between universities. The students appreciate especially highly the School’s multidisciplinarity, its culture of academic discussion, and the network of scholarly contacts they have been able to create, nationally and internationally. The role models of women in academia have also been important.

The overwhelming majority of postgraduate Women’s Studies students in the universities, however, have not had a student place in the Gender System Graduate School. Some of them have (had) a place in some other graduate school in the social sciences or humanities. Altogether 26 per cent of the respondents to the individual questionnaires report having been students in a graduate school during the evaluation period 1995-2001. This corresponds rather well with a recent estimate, according to which 28 per cent of all PhD theses at the end of the 1990s were prepared by students in Graduate Schools.<sup>23</sup> Membership in a graduate school seems to integrate young researchers rather well into the academic community. The difference between Women’s Studies and other fields is not significant in this respect. Yet, it has to be noted that although the importance of graduate schools is increasing, a large group of doctoral students continues to experience problems with lack of continuous funding and systematic supervision.

On the whole, the panel’s assessment is that research education in Women’s Studies seems to be developing well at Finnish universities. For example, all units have research seminar(s) in theory and methodology. Some units, as well as larger research projects, have organised international courses for PhD students and researchers. In addition, much research is in progress within the units, giving PhD students the opportunity to have hands-on experience.

Women’s Studies professors supervise large numbers of PhD students for doctoral dissertations that will be submitted to traditional departments. On the average, among our respondents the staff members in Women’s Studies units had supervised almost double the amount of students compared to scholars working in ordinary departments. Even if relatively fewer of the respondents in the mainstream departments are in teaching positions, the figures point to an imbalance in the allocation of credits.

**Table 1.** Supervised students by respondents working in the Women’s Studies units and other departments. Averages per respondent during 1995-2001.

	WS units (n=42)	Other departments (n=200)	All (n=242)
Supervision of MA theses (“pro gradu”)	10.2	5.7	6.5
Supervision of postgraduate theses	3.2	1.4	1.7

<sup>23</sup> cf. Taimio, Hilkka: *Tutkijakoulut 2000*. Koulutus- ja tiedepoliittinen osasto. Opetusministeriö, 2000.

These figures also show that many students on both MA and PhD levels come to the Women's Studies units since it is uncertain whether they can receive supervision and support at their own department. The importance of the Women's Studies units in giving supervision and support was underlined by many postgraduate students. With respect to these students, it is of vital importance that Women's Studies units get enough resources to guarantee the continuity of their supervision. Also other stable teaching positions at postdoctoral level have to be founded so that the professors have enough time for supervision and for their own research work.

## Research

In order to evaluate Women's Studies, the field can be approached as a set of *cross-disciplinary thematic subfields* that are more or less independent of the conventional disciplinary belongings and borders; alternatively, it can be approached *through the disciplines*. In this report, the discussion is mainly organised in connection with the traditional areas or divisions of disciplines (the humanities, social sciences etc.), although a thematic approach will also be followed to some extent.

Our information for this part of the evaluation comes from several sources. From the individual respondents we have received quantitative data on their publications and other scientific activities during 1995-2001, domestic (D) and international (I). Many of the respondents also included samples of their publications and information about their research projects, although only part of that was in English, Swedish or in any other language read by the panel. Anyhow, that provides us with some insight into the quality of research. Moreover, we have a list of doctoral dissertations in Women's Studies compiled from several sources. From the Research Council for Culture and Society we have a list of Academy-funded research projects, which we have cross-checked with the questionnaires.<sup>24</sup> Unfortunately, all research plans in the applications filed in the Academy are confidential material to which access is denied.

### Summary of the types of information:

	<b>Quantitative Information</b>	<b>Qualitative Information</b>
<i>Individuals</i>	Publications (D,I) Other scholarly activities (D,I)	samples of publications
<i>Research fields, disciplines</i>	Numbers of PhDs; numbers of projects funded by the Academy of Finland	issues and research questions in PhDs and projects; contents in the WS journal NT-KF

We will primarily assess the field of Women's Studies and Gender Research as a whole, instead of evaluating either individual work or Women's Studies units. There are several reasons for this approach. Firstly, there is the language problem, which meant that the members of the panel – with the exception of the chairperson – were not able to read the publications that were in Finnish. Secondly, Women's Studies are more multidisciplinary than any combination of five panel members can be.

<sup>24</sup> The follow-up system of the Academy of Finland made the task somewhat complicated.

Therefore some areas could not be properly assessed, in our case, especially legal and linguistic research. We have instead relatively good coverage for social and political sciences, history, literature, cultural studies and general issues of feminist theory and methodology. Furthermore, we consider the comparison of Women's Studies units inappropriate, since the individual questionnaires did not reliably cover the units (e.g. because of change of personnel during 1995-2001), neither did the units have valid registers of "their" production. The variety in the conceptualisation of a "unit in Women's Studies" was an additional reason that made this approach difficult. In any case, a large majority of researchers and the bulk of research in Women's Studies in Finland are to be found in the mainstream university departments.

In addition to quantitative data, evaluations of scholarly work should employ qualitative criteria that are common across disciplines: how interesting are the research problems, are the theoretical perspectives and concepts clear, are the methods suitable for the problems, is the research innovative or routine, how well is it written, etc. For Women's Studies and Gender Research an additional important issue would be the accessibility of the style to non-academic readers. The criteria would be somewhat different for policy-oriented work and for work that has more of an "academic" goal. Since the main focus in this evaluation project has been on the research field as a whole, we have concentrated on an assessment of which problem areas, research questions or disciplines are well represented and where, instead, obvious gaps and a need for development can be found in an international perspective.

Firstly, we will assess research in Women's Studies and Gender Research by examining the number of individual publications aggregated from the questionnaires. Secondly, we will assess the field on the basis of the submitted doctoral theses in the 1990s, particularly since 1995. Thirdly, we want to give an overview of some key areas in Finnish Women's Studies and Gender Research on the basis of the (larger) research projects that have been funded by the Academy of Finland since 1995. Fourthly, we will shortly assess the refereed articles in the Finnish Women's Studies journal, *Naistutkimus-Kvinnoforskning* (1995-2001). Fifthly, we will discuss the editorial and referee tasks as well as other scholarly activities of our respondents. Sixthly, we will report on the research networks that the respondents have been engaged in. Finally, we will review some research areas more closely.

#### a) Evaluation on the basis of the number of publications listed in the questionnaires

Some words of caution are due about the quantitative aspect of publications. We are able to say something about the general picture of the publishing activity in the field of Women's Studies and Gender Research. Any absolute numbers are, however, an underestimate, because of non-response and missing values (i.e. not all – even actively publishing – Women's Studies scholars have answered the individual questionnaire, and some respondents have not answered all the questions). Relative numbers give a more reliable picture.

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During the evaluation period our 242 respondents report 537 books and 3,369 articles; of the books 27 per cent are international publications, of the articles 40 per cent. All publications understandably are more common among postdoctoral scholars than among the doctoral students (see Table 2).

**Table 2.** Type of publications by pre- and postdoctoral respondents and by respondents working in the Women's Studies units and other departments. Averages per respondent during 1995-2001.

Publications	Post-Doc n=111	Pre-Doc n=131	WS Units n=42	Other Depts. n=200	All n=242
Books	-domestic	2.5	0.9	1.8	1.6
	-international	1.1	0.1	0.5	0.6
Articles	-domestic	11.7	5.4	10.8	7.8
	-international	10.0	1.9	5.5	5.6
Conference papers, Invited	-domestic	3.5	0.7	2.8	1.8
	-international	4.4	0.4	3.0	2.1
Conference papers, Ordinary	-domestic	4.5	3.3	5.9	3.4
	-international	5.8	3.3	5.0	4.3

It looks as if writing international articles seriously started only after one's doctorate, but then it becomes common. Comparison of Women's Studies units to mainstream departments shows a slight but systematic difference in favour of the units, especially regarding articles in domestic languages.

Three out of four respondents have during the evaluation period participated in conferences and have written a conference paper. International conferences have been more popular than the domestic ones. From the questionnaires we can list 1,020 invited papers during the period, of them 53 per cent in international conferences; similarly a total of 2,004 ordinary conference papers, and 54 per cent of them in international conferences. Of the respondents 42 per cent have been invited to give papers, and that is again typically postdoctoral activity. Persons working in the Women's Studies units are invited more frequently than those in mainstream departments, and they write more conference papers altogether. The level of activity in the units seems to be quite satisfactory.

The general idea in science evaluations and individual competence evaluations seems to be that as much as possible of the publications should be in international languages, usually English. The field of science is international, and the status of researchers should be measured within that field. The panel has discussed the issue of publishing in Finnish vs. in international languages (Swedish is in a middle position here, since it could reach audiences in the Scandinavian countries). For Women's Studies and Gender Research the question is made more complicated by the requirement of societal relevance that is actually taken seriously in the field. Undoubtedly, Finnish Women's Studies has achieved a significant role in the cultural life of the country and its contributions will always – at least partially – be published in domestic languages. This leads to a “double strategy” in publishing, i.e. it is important to address both domestic and international audiences. The panel therefore sees publishing in Finnish (Swedish) as a necessary and important part of scholarly activity in the field.

However, it is not sufficient. If Finnish Women's Studies and Gender Research does not want only to mediate theoretical discussions to the domestic field and borrow ideas and concepts from the international discussion, it needs to participate in the discussion with its own ideas and results. A good part of publications should thus be aimed at international audiences. The overall situation in Women's Studies and Gender Research is good in this respect. A closer look at the lists of publications that many respondents sent in shows that several senior scholars are even quite exemplary, both in the units and in the mainstream departments. On the other hand, here and there we also found an alarming tendency to a kind of "pseudo-internationalisation", by which we mean English-language publications in so-called internal department series ("laitossarjat"). Those may offer some chance of practising one's language skills, but they do not reach any international audiences, nor do they give the author an outside viewpoint of critique. For that purpose the articles should be offered to international journals with referee systems.

b) *Evaluation on the basis of doctoral theses in Women's Studies and Gender Research*

In the period of 1977-2001, a total of 168 PhD theses were submitted at Finnish universities with a Women's Studies theme or integrated gender perspectives.<sup>25</sup> In reality, the number is hardly that exact, since a complete register of such a multidisciplinary field is difficult to obtain and Women's Studies is as yet not a degree-awarding subject.

So far, all theses in Women's Studies have been registered in the traditional university departments. The general impression is a decisive growth in the number of dissertations during the 1990s. That is well in accordance with the general development in Finnish higher education, where the annual number of doctoral degrees has more than doubled in the 1990s.<sup>26</sup> The conclusion is that Women's Studies and Gender Research in Finland is at least as productive as other scientific fields. The growth in the number of dissertations cannot yet be attributed to the system of graduate schools; instead, at least some of it is the fruit of earlier support measures to Women's Studies and Gender Research, such as the national tutoring network funded by the Academy of Finland in 1987-1993. In some areas the output of the large Academy-funded research projects during the 1990s can be observed. Furthermore, the impact of teaching and supervision given by the Women's Studies units has definitely also been significant.

<sup>25</sup> See Appendix F.

<sup>26</sup> A large part of the growth is due to the increase in the number of PhD theses submitted by women, where the number has tripled in the same period (Taimio 2000, op.cit.).

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**Table 3.** Number of doctoral dissertations in Women's Studies and Gender Research by discipline during 1977-2001. (Sources: material collected for Naistutkimus 2000 and for Lähtökohtia naistutkimuksen kehitysohjelmaan 1997; Naistutkimus-Kvinnoforskning 1995-2001; Naistutkimustiedote 1999-2001; evaluation material.)

DISCIPLINE	1977-1989	1990-1994	1995-1997	1998-1999	2000-2001	Total
Philosophy			2	1	2	5
Linguistics					1	1
Literature	1	1	4	4	5	15
Arts, art history		2		3	2	7
Theology, comp. religion	1		1	3		5
History	2	6	7	3	5	23
Ethnology, folklore	1		1	3	3	8
Economics & home economics	1		2		2	5
Law		2		2		4
Sociology	2	6	9	5	11	33
Social policy & social work	1	3	5	7	3	19
Social psychology	1	1		2		4
Anthropology	1		3	1	1	6
Psychology		2		4		6
Education		1	4	3	3	11
Political science & public admin.		1		1		2
Media studies			1	2	1	4
Computer science			1			1
Geography	1			3		4
Medicine, health sc.	3		1	1		5
<b>Total</b>	<b>15</b>	<b>25</b>	<b>41</b>	<b>48</b>	<b>39</b>	<b>168</b>

The table gives an overall picture of the multidisciplinarity of Finnish Women's Studies and Gender Research. When measured by the number of doctoral dissertations, the largest volume is found in sociology and history, followed by social policy/social work and literature. However, looking at the number of dissertations in Women's Studies within the wider area of the social sciences only, a glaring contrast is to be seen between sociology cum social policy/social work on the one hand: 40 dissertations during the evaluation period; and political science/public administration on the other hand: only two dissertations in the same period. In the evaluation period there is a definite growth in the number of Women's Studies dissertations in literature and educational research, on the other hand, such areas as linguistics and computer science seem not to be a fruitful ground for feminist scholars.

Of all dissertations between 1977-2001, 40 per cent are registered in the University of Helsinki, and those come from a wide variety of disciplines. When we take the evaluation period only, the other universities start to catch up, and the share of Helsinki University goes down to 36 per cent. During the evaluation period, the University of Tampere has produced 17 per cent of the dissertations, almost all of them in the social sciences; the universities of Jyväskylä, Joensuu and Åbo Akademi cover approximately 10 per cent each. There are relatively few dissertations registered in the University of Turku, 5 per cent, and those are in the humanities,

mainly literature. This picture reflects rather closely the distribution of the senior feminist scholars in the universities.

The majority of the dissertations are in domestic languages, mostly Finnish, but over a third (36%) are written in English, and the proportion has remained surprisingly stable during the last decades. The English language dominates overwhelmingly, one dissertation in German being the only exception. During the evaluation period, four dissertations were presented in foreign universities (Amsterdam, Essex, Loughborough, Stirling).

### c) Overview of the larger research projects funded by the Academy of Finland<sup>27</sup>

The list of the research projects in Women's Studies and Gender Research funded by the Research Council for Culture and Society (1995-2001) is impressive. The projects cover a wide area of disciplines and research themes.<sup>28</sup> We encountered some difficulty in finding the projects, since the field classification at the Academy is based on the traditional disciplines. When the project title did not include terms like women(s), gender(ed/ing), sexual(ity/ised) etc, we had to check by the names of the project leaders, which was informed guesswork. Thus, the list may still not be fully complete. Some large projects may also include subprojects that belong to the field of Women's Studies, but this is not visible from the main title of the project.

The Academy of Finland has, undoubtedly, played a very important role in the development of the research on women and gender in Finland. In the 1980s, Women's Studies received earmarked funding for research from the Academy. Since then it has had to compete on "equal terms" with other fields. Women's Studies scholars, however, seem to have been relatively successful in their applications to the Academy.

The lifetime of a project is usually 3-5 years, so that some of the 139 projects on our list have started before the evaluation period and some of them are only just starting. Several of the projects include cooperation of different universities, mostly within the country but some with universities abroad as well. The University of Helsinki stands out as the most widely active research milieu, and the University of Tampere also has many projects. These two universities are in a particular position with respect to externally funded Women's Studies projects. This is not only a sign of the size of these two universities or their generally high level of activity, but the panel also sees a relationship to the fact that Women's Studies in these two universities are relatively well integrated in the mainstream disciplines. The great majority of externally funded Women's Studies projects have indeed been located in the universities' mainstream departments.

Only recently have the Women's Studies units started to play a definite role in nurturing large research projects. Most professors in Women's Studies (by autumn 2001) were leading projects funded by the Academy of Finland, i.e., Nenola,

<sup>27</sup> Some of the projects are co-funded by other institutions.

<sup>28</sup> See Appendix G.

Nousiainen, Kovalainen; Liljeström, Silius, Gordon, Jokinen and Kailo. Only Professor Komulainen, herself a recent PhD, has not yet led a project; instead, at the University of Joensuu Docent Kaija Heikkinen is the central person leading research projects. Besides the current Women's Studies professors, also the former professors Heinämaa (University of Turku) and Hautamäki (University of Joensuu) and several other senior scholars attached to the units (had) led large projects. This is a positive development and it reflects the fact that the established professors and senior scholars are good at getting external funding for projects and at building up research milieux. But, it may also be a sign of the lack of resources at the units beyond the professorial positions, having the consequence that the administrative burden of the professorships is significant.

Most projects concentrate on sociology, anthropology, history and ethnology/folklore, with a moderate number on literature, arts, social policy and social psychology. As a contrast, psychology seems to be very weakly represented among those Academy-funded projects that take a gender perspective.

However, it is often difficult or even inappropriate to categorise the projects by discipline, instead the multi- or crossdisciplinarity of Women's Studies and Gender Research is obvious. The research also seems to follow patterns that are recognisable in other countries, such as an increasing cultural-studies approach across the disciplines. We can roughly list the following research themes according to their central concepts and research objects:

- *subject*, subjectivity, identity, culture; body, embodiment, sexuality
- *construction of femininity*, masculinity, girlhood, motherhood, gendered space
- *gender and citizenship*, nationality, ethnicity, multiculturality, exclusion, marginality, otherness, religion
- *gender in work*, organisations, professions, academia, labour market; work and family
- *gendered health*, suffering, bodily pain, violence
- *women in history and the present*; Finnish, African, Indian, the Middle East, Russian, Estonian, Vepsian, Karelian women, their culture, identity and practices
- *women's organisation*, entrepreneurship, leadership; equality in political thought
- *feminist interpretations of art*, artists, literature and music

A feature that is to be noted in comparison with Scandinavia is the lack of projects around gender and technology.

The projects included in the Academy's research programmes and targeted calls are central to the Academy's research policy.<sup>29</sup> We have taken a brief look at the large research programmes funded by the Research Council for Society and Culture (alone or together with another research council), mostly using the web pages of the

<sup>29</sup> The Academy may subsidise specific fields of research for fixed periods. In targeted calls, funds will be allocated to fields selected by the Board or research councils. A research programme consists of a number of interrelated projects within the same target area of research. Programmes are established in rapidly developing, scientifically important fields and in internationally or nationally significant fields requiring scientific knowledge.

programmes (starting from [www.aka.fi](http://www.aka.fi)). These include the following finished programmes: *Science and Science Policy* 1997-1999, *Urban Studies URBS* 1998-2000, *Health and Other Welfare Differences Between Population Groups TERO* 1998-2000, and *Economic Crisis in the 1990s LAMA* 1998-2001; plus the following ongoing programmes: *Media Culture MEDIA* 1999-2002, *Interaction Across the Gulf of Bothnia* 2000-2003, *Marginalisation, Inequality and Ethnic Relations in Finland SYREENI* 2000-2003, and *Finnish Companies and the Challenge of Globalisation LIIKE* 2001-2004.

How is gender incorporated in these research programmes? The overall picture of most projects reveals a lack of an analytical concept of gender. Human beings are mostly referred to as individuals or population groups, parents or customers, citizens or decision-makers, the young or the aged – that is as non-gendered universal beings. Even when women and men are explicitly mentioned, it may just mean a background variable for population groups, without an analytical gender perspective.

Many programmes, however, include one special project where gender issues are concentrated – as a token to absolve the rest of neglecting gender? Thus *Science and Science Policy* included ten projects, one of them was “Gender and the academic community”; in *Urban Studies* the project “Unemployment in the city” had as central themes “labour markets, housing environments, symbolic-cultural structures, ethnicity and gender”; *Economic Crisis in the 1990s* had “Female entrepreneurs” among its 17 projects; in *Media Culture* the programme “Medusa” included feminist scholars; the ongoing research programme *Interaction across the Gulf of Bothnia* has “Gender and Ethnicity” among its 17 projects, and *Finnish Companies and the Challenge of Globalisation* includes among its 17 projects the “Users and producers of ICTs”, where special interest is focused on the gender problematic (although the project is funded by Tekes, not by the Academy).

The research programme on *Health and Other Welfare Differences Between Population Groups* was necessarily more aware of gender issues, since welfare, health and mortality differences between men and women are greater in Finland than in most West-European countries. Of the 22 projects in the programme, “Biography, gender and locality” and “Unemployment, household, gender and generations” had gender as one of their analytical starting points, and five other projects specifically took it up at least as a background variable. Most gender sensitive is the recently started research programme *Marginalisation, Inequality and Ethnic Relations in Finland*, with 21 separate projects of which five explicitly include gender or sexuality: “Marginalized sexual cultures”, “Immigrants as perpetrators and victims of crimes”, “On the margins of assistance systems”, “Moslems and religious equality in Finland”, and “Difference in the construction of the legal subject”. This programme also includes other projects that are likely to have a gender perspective, but that was not explicitly stated in the short introduction that was available for our information.

We stated at the beginning of this chapter that the list of projects in the area of Women’s Studies and Gender Research is impressive. Yet, when we look at the situation with respect to research programmes, we have to conclude that the gender perspective is still relatively rare and no major conquest of the mainstream citadels

of social and cultural research has taken place. We do not have any information of how many applications were submitted by Women's Studies scholars but were not accepted since there is no feasible follow-up system. Anyhow, even this information points to the need of Finnish Women's Studies to pay more attention to the fields of media studies, urban studies, and gender issues in economy. It should also be pointed out that if a gender project is in a token position within a larger research programme it is therefore by no means qualitatively inferior - a striking example of this is the excellent and productive project "Gender and the academic community".

Besides the large research programmes, the Academy also uses so-called targeted calls. The community of Finnish Women's Studies made (after a process of several years) one major achievement in research policy when targeted research appropriations under the heading *Power, Violence and Gender* were established by the Academy for the years 2000-2003. The idea originated from the Research Section of the Council of Equality that had commissioned a review into Finnish research on gendered violence, and found the area poorly studied and inadequately theorised. Targeted research on "Power, Violence and Gender" includes four main research themes: power and violence in the private sphere; violence and sexuality; the processes of falling victim to and committing acts of violence; masculinity, femininity and violence. The applications went through a process of screening by an international board, and resulted in the following nine projects coordinated by Docent Suvi Ronkainen and Professor Jeff Hearn:

1. *Sexualised Violence, Global Linkages and Policy Discourses.* Jeff Hearn, Swedish School of Economics and Business Administration
2. *Power and Sexualised Violence: Meanings, Emotions and Practices.* Suvi Ronkainen, University of Tampere
3. *Why Does a Man Hit His Wife? A Narrative and Discourse Analytic Study.* Juha Holma, University of Jyväskylä
4. *Displaced Violence.* Eeva Jokinen, University of Jyväskylä
5. *Gendered Power and Violence in Schools and Teacher Education.* Kaarina Kailo and Vappu Sunnari, University of Oulu
6. *Gendered Violence and the Legal Order.* Johanna Niemi-Kiesiläinen, University of Helsinki
7. *Incest as Subjective Experience of the Victim.* Anneli Pohjola, University of Lapland
8. *Victims, Perpetrators and Prostitutes: Gendered Powers and Violences in Finnish Culture.* Anna-Maria Viljanen, University of Helsinki
9. *Interconnections of Global and Gendered Subjectivities: Effects of Biopower and Political Violence.* Tarja Väyrynen, University of Tampere

As the Academy's programme memorandum ([www.aka.fi/eng](http://www.aka.fi/eng)) states, there is broad agreement internationally that the gendered nature of violence is an important research topic with both theoretical, practical and human-rights implications. At the same time with the above projects, research projects on gender and violence funded by the Nordic Council of Ministers and the European Union started.

Finnish scholars also participate in international research collaboration on gender and violence. For example, several projects of the research programme on *Gender*

*and Violence* funded by the Nordic Council of Ministers are co-ordinated by Finnish scholars, e.g. "Masculinities and Violence in Youth Micro-cultures" (Tommi Hoikkala); "The Nordic Network on Violences, Agency Practices and Social Change" (Suvi Ronkainen); "Research Network Around Crisis Centres for Women in the Barents Region" (Aino Saarinen); "Gendered Violence in Schools and Teacher Education in the Barents Region" (Vappu Sunnari).

The panel, too, sees such targeted research as both theoretically important and high in societal relevance. It is also to be noted that this is an area where critical studies on men and masculinities have a definite foothold. All the projects are presently underway, and their results and productivity are thus not yet available for evaluation.

Two large individual projects deserve to be mentioned here because of their special position in the Academy's funding system. We refer here to the projects of two present Academy professors who belong to the area of Women's Studies. An Academy professor is required to have high academic competence, expected to develop her/his own research area both theoretically and methodologically, and to get internationally significant results.

The project *Images of Women's Health: Social Construction of Gendered Health* is led by Professor Elianne Riska as an Academy professor during 1997-2002. The project is a large and ambitious undertaking. It has funded six full-time PhD students in addition to funding some visiting professors and MA students. This project has three themes: the gendered body; images of women's health; and the status of the medical profession and various health professions in the Nordic countries. The project has been commendably productive both quantitatively and qualitatively, it has so far resulted in five doctoral dissertations in sociology and several articles in international refereed journals. In 2001, Professor Riska published *Medical Careers and Feminist Agendas, A Study of American, Scandinavian and Russian Women Physicians* (Aldine de Gruyter). This book will have international distribution and will certainly add to the appreciation of Riska's work among social scientists in other countries.

The other Academy professorship is the so-called Minna Canth professorship which is specifically designated for the area of Women's Studies. It is held by Professor Ulla Vuorela with her project *The Rich, the Poor and the Resourceful: Aspects of Gender in the Post-Colonial and Post-Development Context* for the period of 1999-2004. It is the first Academy professorship to be fixed to a certain research area. The project is a multi-sited ethnography in postcolonial contexts in Pakistan, Tanzania and Japan, where the research agenda is to study relations of sharing and dependence in transnational modes of living, looking for the local in the totalising tendencies of globalisation. The project funds three doctoral students and one postdoctoral researcher. In addition, Professor Vuorela leads the project *Beyond Marginalisation and Exclusion: Ethnic Relations, Difference and Trans-nationalism* (2000-2003) which is part of the SYRENI research programme. This project takes up the issues of gendered ethnic identity, racism and multiculturalism in Finland. It involves five postdoctoral researchers and two doctoral students. As these projects are presently going on and will continue for some years, their results cannot yet be evaluated.

d) Assessment of refereed articles in *Naistutkimus-Kvinnoforskning*:

Since the members of the panel (except the chairperson) were only able to read the summaries in English of the refereed articles, and were able to get some impression of the literature that was reviewed in the journal, the assessment is limited to some general comments.

During the evaluation period, altogether 71 refereed articles were published in the *Naistutkimus-Kvinnoforskning*, in a rather even rate, varying between 9-12 per year. The panel notes the great influence of the international theoretical developments on Finnish Women's Studies. Fortunately, there also seems to be an anchoring of the theorising in Finnish empirical findings. Many of the authors are at the beginning of their scholarly career, PhD students and junior scholars. This is partly reflected in the thematic emphasis of many of the articles, where the international poststructuralist/deconstructivist and cultural studies-orientation is fairly strong. The journal has evidently served as a good arena for the career development of junior scholars. The panel is, however, somewhat surprised that the number of articles written by the more senior Women's Studies scholars in their own journal is rather modest. The explanation may, of course, be that they prefer to publish in international Women's Studies and mainstream disciplinary journals.

Also the literature reviews in *Naistutkimus-Kvinnoforskning* show that the rate of publishing in Finnish Women's Studies and Gender Research is high, including both monographs and anthologies. The literature reviews include mainly domestic but also international literature, and to some extent Nordic literature. The total number of books reviewed during the evaluation period is 228; of these 37 were foreign books. Both the humanities and the social sciences seem to be well represented. Important theoretical debates are included, e.g. the relationship between poststructuralism and feminist theory, queer/lesbian research, Finnish "experiences" as challenges to feminist theory. The prevalence of domestic books is probably due to the explicit policy of reviewing as many Women's Studies dissertations as possible. Indirectly, that also keeps the field informed of international conceptual developments and debates, and directly contributes to its strong multidisciplinarity.

Altogether, the area of the journal is thematically broad and shows that research activities are vigorous and the publishing rate impressive. However, the panel is surprised at the fact that all refereed articles in the (officially bilingual) journal *Naistutkimus-Kvinnoforskning* were published in Finnish during the evaluation period (1995-2001).<sup>30</sup> Although this may not be the fault of the editors, the panel hopes that the location of the journal to Åbo Akademi University for the years 2002-2003 would result in some change in this respect.

e) Editorial and referee tasks and other scholarly activities

An overview of scholarly activities reported by respondents shows that all kinds of activities are more common in the Women's Studies units than in the mainstream

<sup>30</sup> There was one article in Swedish but it was written by a scholar from Stockholm University.

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departments. This is well in line with the results on publications (see p. 56); part of the explanation is simply that there are relatively more seniors in the units than among the other respondents, but it also points to the academic demand for the expertise and time of these seniors. In a small country, there are not too many academic experts to choose from when, for instance, Women's Studies dissertations need evaluators and opponents or when applications to university posts have to be evaluated.

**Table 4.** Scholarly activities by the respondents working in the Women's Studies units and other departments. Averages per respondent during 1995-2001.

	WS units (n=42)	Other departments (n=200)	All (n=242)
Dissertation evaluators & opponents	1.9	0.8	1.0
Academic expert evaluators	2.0	0.8	1.0
Scientific societies	1.7	0.9	0.6
Editors, ed. board members	0.9	0.7	0.8
Referees to journals	1.8	1.3	1.4

We shall go into the issues of editorships and referee tasks in more detail, since we have extra information on those points from the questionnaires.

Membership in the *editorial boards of scientific journals* gives an indication of the scholarly status and contacts of a scholar. The respondents seem predominantly to have acted as *editors* for *domestic journals*. In addition to the Women's Studies journal *Naistutkimus–Kvinnoforskning* (with rotating editorship between the units and therefore mentioned by several scholars), the respondents reported editorship in twenty other ("mainstream") Finnish journals and annual review books. In some cases, the respondents had been invited as guest editors, e.g. for special issues on gender related themes.<sup>31</sup>

The scholars in the sample reported being editors of the following three international Women's Studies/Gender Research journals: NORA: Nordic Journal of Women's Studies; Gender, Work and Organizations; Men and Masculinities as well as the book series by Sage on Critical Studies on Men and Masculinities. In addition, three of the respondents have been editors of mainstream Nordic journals, i.e. Nordiske Organisasjonsstudier; Retfaerd: Nordisk juridisk tidskrift and NordNytt.

The picture becomes broader when examining the respondents' *membership in editorial (advisory) boards* and similar bodies for journals or book series. Although domestic journals dominate also here, our respondents reported on membership on the editorial boards of several international journals or book series, both in Women's

<sup>31</sup> The respondents reported on editorship in the following domestic journals: Suomen Antropologi; Nuorisotutkimus; Ethnologia Fennica; Aikuiskasvatus; Oikeus; Tiede & Edistys; Sosiologia; Musiikki; Lähikuva; Politiikka; Sosiaalilähetieteen aikakauslehti; Rauhantutkimus; Psykologia; Tiedotustutkinus; Idäntutkimus; Elore; Gerontologia. Liiketalouden Aikakauslehti; Etnomusikologian vuosikirja; Journalismikritiikan vuosikirja. Of the above journals, some were mentioned by more than one respondent, i.e. Nuorisotutkimus (4), Suomen Antropologi (3), Ethnologia Fennica (2), Musiikki (2), Idäntutkimus (2), Tiede & Edistys (2).

Studies/Gender Research and in mainstream journals. The first category includes Almanach on Gender History (Moscow); European Journal of Women's Studies; Feminist Theory; Feminism and Psychology (SAGE); Gender and Education; Gender and Society; Gender, Work and Organizations; Hypatia; International Journal of Men's Health; International Review of Women and Leadership; Journal of Gender Studies; Journal of Sexual Aggression; Lambda Nordica; Language and Gender; Men and Masculinities; NORA: Nordic Journal of Women's Studies; NWSA Journal (North American Women's Studies Association); Psychology, Evolution and Gender (Routledge); Research on Men and Masculinities Series (SAGE); Sexualities; SIGNS: Journal of Women in Culture and Society.

The mainstream international journals mentioned by the respondents include: Economic and Industrial Democracy; European Journal of Cultural Studies; Journal of Marriage and the Family; Social Compass; International Review of Sociology of Religion; Higher Education in Europe Science Studies; Nordisk Pedagogik; Social and Legal Studies; Retfaerd; Scandinavian Economical History Review; INTER (Moscow-based journal of qualitative sociology); Acta Sociologica; Sociology of Health and Illness; Scandinavian Journal of Public Health; Qualitative Research; International Journal of Behavioral Development; Cooperation & Conflict; Nordisk psykologi; NordNytt; Sage Family Studies Abstracts.

On the average, each respondent has carried out *referee tasks* for 1.4 scholarly journals. Those respondents who were attached to Women's Studies units had a slightly higher number of referee tasks than other respondents, i.e. 1.8 compared to 1.3. Almost a half, 44 per cent, of the respondents (i.e., 107 persons) have acted as referees for one or several domestic or international scholarly journals. About half of them (55 respondents) have been referees for international journals.

The international Women's Studies and Gender Research oriented journals where our respondents had acted as referees included Kvinnovetenskaplig tidsskrift; NORA: Nordic Journal of Women's Studies; European Journal of Women's Studies; Gender and Society; Women's Studies International Forum; SIGNS: Journal of Women in Culture and Society; Journal of Gender Studies; Feminism and Psychology; Women and Music; Gender and Education; Gender, Work and Organizations; International Review of Women and Leadership; Masculinities.

Such international "mainstream" journals that were mentioned by more than one respondent included Acta Sociologica; Young; Retfaerd; American Ethnologist; European Journal of Cultural Studies; Organization Studies; Social Politics; Canadian Review of Sociology and Anthropology; Studies in Cultures, Organizations and Societies; Scandinavian Journal of Public Health; Scandinavian Journal of Social Medicine; Social Science and Medicine; Sociology of Health and Illness; British Journal of Occupational Medicine; Scandinavian Journal of Work, Environment and Health; International Archives of Occupational and Environmental Health.

In total, the list of mainstream journals where at least one respondent had acted as referee included over 70 publications.

The involvement of Finnish Women's Studies scholars in the international academic community seems to be on a high level. The orientation is overwhelmingly towards the Anglo-Saxon linguistic area, with some Nordic features included.

#### f) Research networks

Research projects, other forms of research cooperation, and more loose research networks are related to each other and it is difficult to draw a clear-cut borderline between them. For example, a recent survey among Women's Studies scholars carried out by the Christina Institute at the University of Helsinki<sup>32</sup> showed that the respondents did not clearly distinguish between different forms of research cooperation. The responses given by our respondents on the open question on participation in networks were also manifold.<sup>33</sup>

More than half of our respondents (60%) reported on participation in at least one research network. However, several respondents interpreted the concept of "network" to include more institutionalised forms of cooperation. For example, memberships in domestic, Nordic or international scholarly or professional associations or institutions were mentioned by some respondents, e.g. Finnish Society for Anthropology; Nordic Society for Phenomenology; Nordic Institute for Women's Studies and Gender Research (NIKK); Association of Institutions for Feminist Education and Research in Europe (AOIFE); European Sociological Association (ESA).

Despite the problems with the content of this question, the responses show that Finnish Women's Studies scholars cooperate extensively in domestic and international projects and associations, as well as in more loose networks. It is obvious that networking is very common in an interdisciplinary and fairly new academic field such as Women's Studies. The respondents mention both networks within the country and across national borders. Most Women's Studies scholars participate both in the academic field of Women's Studies/Gender Research and within their traditional discipline.

However, the responses clearly show that networking characterises primarily Women's Studies and Gender Research and to a much lesser extent the traditional disciplines. As a matter of fact, only few networks outside the field of Women's Studies/Gender Research were mentioned. Most of these networks were interdisciplinary and included research fields that were relatively new, e.g. childhood research, qualitative health research, contextual theology, peripheral language research. The mainstream networks were often inter-Nordic in scope.

Amongst the domestic networks some large ones were mentioned by several respondents: The Network on Education and Difference (EDDI); Koulutus, kasvatus

<sup>32</sup> Maksimainen, Jaana (toim.): *Naistutkijana Helsingin yliopistossa vuonna 2000*. Kristiina-instituutti, 2000. (Memorandum).

<sup>33</sup> The question was formulated in the following way: "Have you been a member of Finnish or international networks in Women's Studies and Gender Research (1995-2001)? And in networks related to traditional academic disciplines (e.g., history, political science, law)? Please indicate which."

ja erot (KOUKERO); Research Network for Gay & Lesbian Studies; Gender and Nationality Research Network “Juniperess” (KATAJATAR); Network for Researchers on Sexualised Violence; Network for Narrative Research (KERTONET). Several of these networks were linked to research projects funded by the Academy of Finland.

International networks with a Women’s Studies/Gender Research orientation, particularly inter-Nordic ones, are very common among Finnish Women’s Studies scholars.<sup>34</sup> Some of the networks are funded by the Nordic Academy for Advanced Study (NorFA) and the majority of them concern the research area of sexualised violence. Others include “Gender & IT” and “Women’s Movements and Internationalization”. In addition to the above NorFA networks that are currently funded, a large number of other Nordic networks with a Women’s Studies or Gender Research orientation were listed by the respondents. Some of them are formed on a disciplinary basis (philosophy, medicine, history, art history, men’s history, psychology, law) by the feminists within the discipline, some on the basis of common cultural areas of research interest (Middle East, Africa, Latin America).

“Femina Borealis – Women and Development in the North” is an umbrella network founded ten years ago, encompassing thematic networks, research, education and social planning. The network includes feminist researchers from the Arctic area – Finland, Norway, Sweden, the Sami Region and Russia. The objective of the network is to bring forward, disseminate and develop knowledge about women’s lives, history and visions in the Barents Region and the circumpolar areas. From the Finnish side, Women’s Studies scholars from the universities of Lapland and Oulu are particularly active in this network. Another network including cooperation partners from the neighbouring countries and regions is the NorFA network “Information Technology, Transnational Democracy and Gender”. In addition to the Nordic countries, this network includes the Baltic countries and North-West Russia.

International networks that are important for teaching and student exchange include “ATHENA: Advanced Thematic Network in Activities in Women’s Studies in Europe”; The “Next GENDERation Network” (for young women students and professionals in Europe interested in Women’s Studies); “NOISE: Network of Interdisciplinary Women’s Studies in Europe” and “WISE: Women’s International Studies Europe”.

Finally, our respondents participate in the following EU/European networks: “Education in Europe”; “EQ-UNI” (European Network for Gender Equality in Higher Education); “International Women in Higher Education” (e-mail network); “Network for Feminism and Social Theory”; “Network for Research on Gender, Labour Market and Welfare State”; “International Network Birth by Design”; “Fatherhood and the State”; “The Social Problem of Men” (EU thematic network); “CROME: Critical Research on Men in Europe”.

<sup>34</sup> The survey at the University of Helsinki came to the same conclusion.

Women's Studies and Gender Research networks that operate within European or international scholarly and professional associations are also included in the responses. On the whole, the panel's conclusion is that Finnish scholars in Women's Studies are well integrated into international, and particularly Nordic, networks.

### g) Overall evaluations of some research areas

As already pointed out (p. 54-55) the panel's information for the evaluation of research areas has certain limitations. Any comparison of individuals would be arbitrary, since the material is restricted to those scholars who responded to the questionnaire, sent a publication (only one sample was asked), and wrote in a language accessible to the panel. We have therefore decided to concentrate this part of the evaluation on thematic or disciplinary research areas as a whole, and forego mentioning the individual researchers in this connection. As we stated above, the following discussion has to be restricted to those areas where the panel members have special competence.

Finnish Women's Studies scholars seem to actively follow the international discussion of *feminist theory* and epistemology, which is evident in their own publications both in the humanities and the social sciences. Besides active reading, familiarity with the discussion also comes through personal contacts. Several internationally known figures in feminist theory have been invited to give lectures and seminars at Finnish universities during the last decades, and several Finnish scholars have studied abroad with these teachers. One consequence of the strong interest in feminist theory and epistemology is the Finnish production of several excellent Women's Studies textbooks. Of these, *Avainsanat. 10 askelta feministiseen tutkimukseen* (Keywords. 10 steps to feminist research. 1996, eds. Anu Koivunen and Marianne Liljeström) discusses feminist debates around such central concepts as repression, emancipation, gender system, woman, difference, subject, sexuality, body, knowledge and positioning oneself. *Feministejä – Aikamme ajattelijoita* (Feminists – Thinkers of our time. 2000, eds. Anneli Anttonen, Kirsti Lempääinen and Marianne Liljeström) discusses the ideas of several influential developers of feminist theory in its informed essays. Both books are widely used in Finnish universities, also outside the Women's Studies units proper. They have also made feminist theory and its international discussions accessible to the general intellectual public in the country.

In the field of *feminist philosophy*, Finnish Women's Studies is not at the receiving end only, since there are some outstanding feminist researchers, internationally speaking. In the humanities, it seems that philosophy has replaced the academic interest of the 1980s in psychoanalysis. The gendered body has been the subject of innovative investigations of the phenomenological tradition and of feminist analyses of Cartesian thinking. The feminist researchers are changing the hitherto analytical philosophical paradigm in Finland; thus they are innovative in a national perspective as well. Similarly, investigations of political philosophy discuss women's political agency with an amazingly wide scope, and studies on liberation theology open up questions both on feminist euro-centrism and on dogmatic theology's traditional misogyny.

One strand of international feminist scholarship is concerned with the question whether Women's Studies or gender analysis is relevant within the natural sciences, and if so, how. This issue is continuously under debate among feminist philosophers and more generally, within the philosophy of science. Within academic philosophy in Finland only a few Women's Studies scholars are covering this field, writing about the significance of gender perspectives in physics or the ethics of modern biotechnologies. A few feminist researchers have also discussed similar issues from within the hard sciences, computer science for instance, analysing the social and textual world of modern information technology.

Internationally, *feminist research on literature* has been canon-critical. That also seems to be the case in Finland. The field of literature has traditionally been a core-discipline of feminist studies, and feminist researchers of literature have achieved academic positions. In Finland, too, there are several established names, even at professorial level. However, Finnish feminist literary studies are not internationally known, and there is relatively little written in English (some of course in Swedish), which is regrettable, since on the whole the field seems promising if not outstanding in an international perspective.

Research projects in Women's Studies funded by the Academy of Finland since 1995 in the field of literature were not numerous. They concentrate on the Modernity-New Woman period (fin de siècle 1900) in Finnish literature, or African and North American contemporary literature. The studies have a canon-critical aim, and they analyse women's writing as an active social practice and question traditional periodical thinking in order to study Finnish modernism and the poetics of women's writing.

Literary scholars are almost not represented – at least not with refereed articles with an English summary – in *Naistutkimus-Kvinnoforskning* 1995-2001. Perhaps it is normal for feminist literary scholars to rather publish in literary scientific journals than in a Women's Studies journal. However, there were 13 dissertations in literature during the period 1995-2001, which puts literature high on the list, after the social sciences and history. This could point to the fact that literature might be one of the disciplines that has been able to integrate feminist research. Internationally, literature was a field in which as early as the 1960s feminist scholars could profile themselves. It could also be true of the Finnish situation. Missing, as far as a non-Finnish speaking person can judge, is the strong overall canon-critical "Her-story" projects where a historiographical perspective is combined with an interpretative theory about aesthetic value, thus to question the double standard in literary, traditional mainstream "His-story". But perhaps the male genealogy in literary history has already been challenged earlier, in the 1980s? Still, international experience shows that this has to be done over and over again. An integration strategy might also lead to consensus thinking, which is not always fruitful for feminist innovative thinking. On the other hand, integration of feminist research into the literature departments seems not to have succeeded in all universities. A bit worrying was the great amount of literary students at some of the site visits, asking for guidance and gender courses in the Women's Studies units. There was nobody there in the literature departments for these young students.

It seems as if the Finnish feminist milieu in the humanities has given the initiative to philosophy as a theory-producing discipline. This is indeed an international trend. In Finland, feminist philosophy tends to be a strong and highly theoretical field, a core discipline in poststructuralist methodology. The field does not deal with literature, a helping maid for philosophy historically, but with existential questions of identity and the sexed/gendered nature of the body. However, if literary studies have not influenced Finnish philosophy, they have definitely, in the area of "life-story" influenced sociology, psychology, history and cultural studies. Here you find some basic methodological tools (however slightly underdeveloped from the perspective of rhetorical textual analysis) such as narratology, discourse theory, dialogicity (Bahtin) and autobiography.

It seems an ongoing trend that literary scholars try to fit in with cultural studies. For instance, autobiographical texts are studied together by sociologists, historians and literary scholars, to discover how the subject-positions offered to femininity in traditional cultural history are connected with the process of Othering. These studies are commonly published in English. Constructions of cultural identity are also a familiar theme in *ethnology*, *folklore* and in *media studies*. Part of the Women's Studies research in folklore and ethnology is closer to the humanities, especially literature, part again to social sciences, especially (cultural) anthropology. The difference here is mainly methodological, both approaches use much the same concepts, such as women's agency, body, sexuality, cultural identity and construction of meanings. Archival research emphasises women's traditions in the older agrarian society, often approaching them as literature. The ethnographic type of research is more interested in women's role in social transformation, especially among Fennno-Ugric groups in Russia and Karelia. Ethnology and folklore is a thriving area in Finnish Women's Studies and Gender Research, with both several senior scholars and young researchers. The area of media studies seems on the whole to have nurtured surprisingly little feminist research so far, which is also reflected in the number of doctoral dissertations. However, there are promising young scholars of media studies among our respondents, and some good articles in the *Naistutkimus-Kvinnoforskning* as well.

In other Nordic countries, in e.g. Norway and Sweden, *women's history* is a main field. Quite a number of women's/gender historians have full-time permanent positions in the history departments and history has been one of the disciplines commonly represented at the Women's Studies units. In Finland the situation seems to be somewhat different. Historians were not strongly visible at the units, with some exceptions, and systematic cooperation between Women's Studies units and the history departments seems to be very limited (except at the University of Tampere). Neither regarding positions at a Women's Studies unit, nor positions in the discipline of history, do historians seem to play any crucial role in Finnish Women's Studies and Gender Research, as they do in other countries. The lack of cooperation with the history departments may depend on the perspective dominating the history discipline, which is less sensitive to gender history.

But to jump to the conclusion that gender history is relatively non-existent in Finland cannot be correct. Considering both the Academy-funded projects and the

doctoral dissertations in Women's Studies, the discipline of history ranks second, just after the (combined) social sciences. During the evaluation period, the Academy of Finland funded 16 women's history projects by nine separate persons (see p. 60). The total number of 23 doctoral Women's Studies dissertations in the discipline of history after 1977 also tells another story. Between 1995 and 2001, fifteen dissertations in women's/gender history were submitted. Thus, we have here a recruitment of highly qualified feminist historians. We could also mention the Nordic Women's History Meetings, which have been arranged every third or fourth year since 1983, and where researchers from Finland have been quite visible.

However, it is a depressing fact that few of those who have a PhD in gender history are still registered as active in Women's Studies or Gender Research. That is, only one third of the Women's Studies persons with PhDs in history have filled out the individual evaluation questionnaire, and what is more, none of them seems to have a tenured full-time professorship at any history department in the country. Thus, the discipline of history seems to have been unable to include and integrate their competence in the faculty. The majority of women's/gender historians qualified up to doctoral level seem to be lost for academia. This has deplorable consequences for the discipline of history, and of course for the development of women's/gender history as an academic field in Finland. It also explains why cooperation between the Women's Studies units and the history departments is so rare.

The gender history research in the material presented to the panel, and which is relevant for the evaluation, is therefore limited to relatively few persons. It includes both history proper and the related field of art history. Most of the research is of a high quality; many scholars are active in a Nordic context and also in a broader international context, publishing in English as well as in domestic languages. All are familiar with the international theoretical discussions, capable with research methodology, and many have also given valuable contributions to theory developments. The gender historians seem to position themselves inside research fields that are generally strong in Finland, such as history of the agrarian society and industrialisation, history of voluntary associations and social movements, including women's movements, Soviet/Russian history, and research on the Finnish civil war and women. A Finnish speciality is women's history in Roman antiquity.

However, a historical approach to the construction of gendered institutions and practices is not limited to the academic discipline of history. Both documentary and oral history methods travel easily across disciplinary borders and are commonly used within social sciences and other fields. For instance in practical theology a study of female missionaries asks how their position, ideals and identity have changed during the last century. Starting from an actor perspective, Women's Studies scholars in the social sciences have studied e.g. the historical construction and strategies of female professional groups in health care.

Internationally, the *social sciences* have been one of the strong areas of Women's Studies and Gender Research. That seems also to be the case in Finland. The majority of our respondents are social scientists, and both among the Women's Studies dissertations and the research projects funded by the Academy the social sciences are

the most numerous. The proportion of doctorates is relatively high among the social science scholars in our sample, and many of them are seniors in the field. The younger generation seems to enter the field either through large research projects or the Women's Studies units.

We have here combined several social science disciplines: sociology, social psychology, social policy, anthropology, and management studies. Even so, the boundary between these social sciences and other disciplines has become rather fluid in research, although in the university structure, positions and dissertations are registered by discipline. When we take a look at the subject matter of Finnish Women's Studies research in social sciences, cross-disciplinary themes – such as gender and education, gender and health, sexualised violence etc. – are common, but so are also central long-established areas in the social sciences, although with the new tools given by feminist theories and concepts. Roughly over a half of our respondents in social sciences study gendered social relations and gendering processes in work, organisations, employment patterns, welfare state institutions, professional power etc., or issues related to gender and nationality, ageing, family etc. Organisational sociology also includes studies on masculinity.

The internationally shared theoretical and methodological trends in mainstream social sciences are evident and also eagerly followed in Women's Studies: (auto)biographical research, social constructionism, sociology of the body, and the "linguistic turn" with its narrative and discourse analytical approaches. Thereby also methodological boundaries are disappearing (as already mentioned above) so that altogether a broad scale of methodologies is used. Theoretical approaches focus on the social construction of gender in different areas, on gender orders or gender contracts, with an emerging emphasis on corporeality, performativity and "doing gender". Feminist theory and philosophy seem to be highly valued and frequently discussed in Finnish Women's Studies/Gender Research in the social sciences. The newest theoretical openings draw on post-colonial theories and feminist research on ethnicity, while lesbian and queer theory studies also contribute to the theoretical discussion within Finnish Women's Studies and Gender Research.

An especially important question for Finnish Women's Studies in the social sciences is the problematic of "gender-neutral gender", "genderless gender" or the invisibility of gender. That appears in a number of theoretically interesting studies, illuminating the ways in which the relative subordination of women and gender differences in work, work-family responsibilities, or in the cultural area are continually reproduced in a society and culture in which gender equality is widely believed to exist. Finnish Women's Studies and Gender Research raises a voice of critique on this stage of "achieved equality".

There are not numerically many Women's Studies scholars within *anthropology* (whether it is called cultural or social anthropology or plainly anthropology) among our respondents, but the research is generally of high quality. Geographically, the research is concentrated on African, Indian and Mediterranean areas. The studies emphasise women's agency, and they criticise the use of Western modes of thought (e.g. of labour markets, differentiated life spheres etc), replacing those with local

concepts, instead. Theoretically gender is never considered in isolation, but always intertwined with class, caste, generational hierarchies, kinship structures and/or religion. Methodologically everyday life ethnography is prevalent.

A clear subfield of Finnish Women's Studies at present deals with *gender and education/gender and schooling*. The field includes scholars from several disciplines – education, sociology and psychology – and it is spread along the geographical scene of Finnish Women's Studies from south to north. Several Women's Studies dissertations within education have been produced in the universities of Oulu and Lapland, and the discussion on feminist pedagogy flourishes there; actually all that is accessible mainly in the Finnish language. For international audiences, a recent study of women in academia demonstrates the continuing, often hidden processes of the production of gender inequality in higher education.

Within the subfield, one outstanding research network is active at the universities of Helsinki, Tampere and Joensuu. In these studies, traditional themes and topics in educational sociology and education are approached from a gender perspective and new gender-related research questions on highly relevant political issues are raised (for instance, questions on embodiment, power and agency in schools, relations between girls in school, and on reversed power relations, as it were, i.e. about teachers being sexualised or harassed by students), which renew the research on schooling and education as a whole. The culturalist paradigm is employed to include conceptual frameworks of democracy and citizenship as well as critical analyses of new trends in the politics of schooling. The network's output of publications is large both nationally and internationally.

An important part of Finnish feminist research concerns *gendered health and health care*. Several disciplinary areas are included here, such as the sociology of health, the sociology of professions, the sociology of the body, medical anthropology, public health and medicine. The research themes range widely: women's body, bodily experiences and constructions of meaning in different ages from menarche to menopause, weight and dieting, women's experiences of pain, suffering and depression, physical handicaps and symptoms, illness and medical treatments, women's drug and alcohol abuse, images of women in drug advertising and medical thinking and gendered images in medical theories, encounters of women's public and private worlds in care work, and feminist analysis of health care professions and institutions, to name just a few. With such a breadth, from individual experiences to institutional structures, there are also a wide variety of approaches and methods. Theoretically, one source of inspiration seems to come from feminist philosophy, phenomenology of the body and the ideas of "performative gender", sometimes fruitfully combined with sociological thinking. Poststructuralist thinking and social constructionism is the common ground for many scholars, and a historical perspective into gendered social relations is used in the more institutional studies.

A rather high level of internationalisation is evident in most of these studies, both regarding the awareness of current feminist debates, and the writing for international audiences. Altogether it is noteworthy that there are several promising postdoctoral and postgraduate students working in the field of gendered health and health care.

The more directly medical research on *women's health* could be seen as an overlapping but different approach. This includes researchers mostly in medicine and public health, who study women's health and illness usually starting from biomedical and epidemiological theories. Mostly they do not engage so much with the current poststructuralist discourse in feminist theories, but they definitely take a feminist standpoint in their research, from problem setting to methodological considerations. An important cooperative achievement in this line is the "NaisNet", a multidisciplinary network of researchers, coordinated from Stakes (see p. 49). In the programme of the network, women's health roles are seen as consisting of being objects of services and technologies, being professionals in health services, and being health care providers for families ([www.Stakes.fi/naisnet](http://www.Stakes.fi/naisnet)). In the winter of 2002, the network included both senior and junior scholars and 17 projects, from a comparative study of abortions and abortion services in France and Finland to health effects of silicone breast implants.

We have earlier discussed the multidisciplinary research on *sexualised violence* in connection with the Academy-funded projects (see p. 62-63). To repeat, this research is both theoretically important and high in social relevance. It is also important as the one area where critical studies on *men and masculinity* are most fruitfully developed in the Finnish gender studies context.

Taken as a whole, research and writing in feminist social sciences in Finland is of high quality. The research is also quite well internationalised. There are indications of interesting new areas, such as problems of multiculturalism, immigrant women etc, where research has begun but not yet produced much to evaluate. However, the subfields in Finnish Women's Studies that could be further developed concern women, gender and new technology, gender relations in economic life, questions of income inequality among women, and the gendered material differences in the processes of globalisation.

In the area of the social sciences, the most conspicuous lack of growth in Women's Studies, and in a sense a lack that stands out as remarkable in this whole evaluation project, is that in *gender and politics*. This, however, is not a question of quality. The work done by Finnish Women's Studies scholars on political life is good, and these scholars are qualified with respect to the various criteria used here. The problem is that the people involved in Women's Studies oriented scholarly work on politics are so few. This in turn seems to depend on unusually constraining possibility structures when it comes to feminist theory and Women's Studies research in the political science departments in Finland.

Altogether five persons connected to political science departments answered the individual questionnaires. Of these five, one is a junior postgraduate student, but the others are all highly qualified researchers. These seniors have long been active in the field, and they have published a considerable amount of work of good quality, at home and internationally. All have done a lot of work of political/societal relevance and participated in, and even led, several co-Nordic as well as other international projects: research, workshops, conferences and writing books. And yet, the production of academic dissertations is strikingly scant. Strictly speaking, during the

1990s only one single person has finished a doctoral dissertation on a Women's Studies subject in political science (University of Jyväskylä 1993). Counting also one dissertation in Public Administration (University of Tampere 1999), altogether two Women's Studies doctoral dissertations have been produced in the whole Finnish political science community in the last decade, and of these authors only the first mentioned still works in the university sector. To compare with Sweden, for instance, during the evaluation period (1995-2001) at least eleven Women's Studies doctoral dissertations were submitted in political science.

What does the situation tell about the field? We could go back a couple of years before the evaluation period and consider Docent Marja Keränen's dissertation (1993) *Modern Political Science and Gender: A Debate between the Deaf and the Mute*. The subject matter of her thesis – the genderedness of political science with focus on Finland – could hardly be more fit nor the title more striking to call attention to the problem evidently still prevailing. She approaches the critical situation as a strategic non-debate, not as a voluntary conspiracy by men, but as a changeable default value in the discursive formation of the discipline. The critical force of her thesis hits the discipline of political science in Finland more strongly today than at the time of its writing.

Another subfield in Finnish women's studies seemingly not well developed is *gender relations in economic life*, although there are commendable efforts to start discussions and research in the area. The field of *gender and technology* also definitely needs more attention in Finnish Women's Studies and Gender Research. Compared with for instance Sweden where there are professorships in the areas of gender and political science, gender and economics, and gender and technology, the lack appears strange. The academic research on political life, economy and technology in contemporary Finnish society needs the contribution of Women's Studies and Gender Research.

## Contents

# 6 Societal Relevance

According to the panel, the societal relevance of research should be regarded as important when assessing the quality of scholarly work and its impact on cultural and social processes in society. The scientific challenge of focussing on gender or women as an analytical category automatically incorporates an enhanced consciousness about gender relations in society. Society needs knowledge in all fields, from medicine to social policy, from history to comparative literature. This means that practically every research project containing a gender perspective – from violence on women to investigations on nationalism – generates knowledge that is needed in a welfare state with (gender) equality on its political agenda. In other words, all work that is done within Women's Studies and Gender Research can be seen as relevant for achieving greater equality between women and men and a better understanding of how society functions. Some research may have a more immediate societal relevance, such as research on economic inequality, gendered violence, and multicultural issues. In a more indirect sense also research on, for example, the construction of femininity, masculinity or the family in discursive practices can have a high societal and cultural relevance. Through academic graduates who have studied Women's Studies this knowledge is mediated into many professions and fields in society. Specialisation within Women's Studies (within law faculties, business schools, teachers' training etc.) may have a particularly high level of societal relevance.

For the purpose of this evaluation, the panel operationalised “societal relevance” in a more concrete sense as the scholars’ attempts to reach out to the wider community – both to decision-makers and the general public – through various channels and mechanisms. The self-evaluation reports prepared by the Women's Studies units and the questionnaires submitted by individual scholars reported on a broad range of activities regarded as relevant for “society at large”. Such activities include public appearances in mass media; popular publications and writings; public talks and lectures as well as various expert and consulting tasks ranging from non-governmental organisations (NGOs) to national and international public bodies and agencies.

Most scholars in the field seem to regard activities aimed at the general public and decision-makers in society as an important part of their work. Three fourths (73%) of the respondents filled in the open question on the societal relevance of their scholarly activities. Only one respondent stated that “I do not regard my societal activities as part of my scholarly work”. Among the activities mentioned by the respondents, three broad categories can be distinguished: (1) popular or semi-scholarly publications and writings; (2) public appearances (media presentations; public talks); (3) participation in organisations or public bodies and expertise and consultation tasks. Almost half (45%) of all respondents reported on publications or other writings that they considered directly relevant from a societal perspective. A slightly higher proportion (51%) reported on public appearances of various kinds and a slightly lower proportion (40%) had participated in organisations or acted as experts or consultants in various contexts.

Some examples are given below on each of these three categories:

- (1) Several respondents report on acting as columnists for newspapers and magazines, on submitting articles to journals (ranging from business journals and literary journals to feminist newsletters and magazines), and on writing books and other publications (e.g., on female detectives; sexual harassment; women composers; feminist poems; further education of day-care staff and teachers; text books for schools etc.).
- (2) Media appearances of various kinds (TV, radio, press) are very common, ranging from short interviews to whole programmes. Many scholars have acted as background experts for journalists. Also public talks and lectures to general audiences are frequently reported on.
- (3) The respondents have participated and/or functioned as experts or consultants within the civil society (non-governmental organisations, social movements, action groups) or on state bodies and in international organisations. Some examples can be mentioned here: rape crisis centre worker/consultant; activist in ATTAC; multiculturalist and anti-racist work; activist in the shelter movement; activist in "Profeministimiehet" ("pro-feminist men"); membership in state/ministry committees; gender equality work at the university (local council, state administration); participation in women's organisations, feminist groups, trade unions, political parties or the church. Many respondents report on consulting, evaluation or expert tasks for national or international organisations and public bodies. Some examples: consultant for banks and IT firms; consultant for Statistics Finland; expert on gender and/or human rights issues for the EU/OECD/Council of Europe; adviser on prostitution issues and trafficking on women for the Nordic Council of Ministers; consultant for development projects (Finnish projects; UN projects); adviser on peace and security issues for the Ministry of Foreign Affairs; consultant on legislative reforms (e.g., on gay and lesbian rights; transgenderism; social services; child welfare; ethnic relations).

Other activities reported by the respondents include teaching of Women's Studies within the Open University as well as other forms of adult education. The translation of articles and books in foreign languages into Finnish is common among some Women's Studies scholars, as are cultural and artistic activities. Some respondents have regularly acted as trainers for professional groups (e.g. nurses, teachers, social workers).

All the units in Women's Studies report activities that they regard having societal relevance. All units have carried out teaching within the Open University or other adult education institutions, and maintain external information activities aimed at the media, organisations, public bodies and individual citizens. Several units organise regular meetings and discussion fora open to the general public and cooperate e.g. with the university's equality committee. More specific examples of such activities at the units are reported in Chapter 4.

The Finnish Women's Studies community participates through the national association SUNS in an umbrella network for women's organisations in Finland, *NYTKIS – The Coalition of Finnish Women's Associations for Joint Action*. The Finnish Women's Studies community also cooperates actively with the public gender equality apparatus, particularly through the Research Section of the Council for Equality.

Research on women and gender relations has a long tradition of societal and political relevance. In recent decades informal, and sometimes formalized, alliances between this academic field and practical politics have developed. A common Nordic feature is that the state has supported Women's Studies through earmarked positions, funding for teaching etc. These support measures have often been motivated by gender equality arguments, and initiatives have in many cases come from politicians or from the national research councils, rather than from academia. Indeed, an incisive wording – that however fits in well with the impression the panel received from the site visits to the units of Women's Studies – is that academia seems to be the societal area that demands this knowledge least.

The connection between this academic field and political interests favouring gender equality may also be problematic. Women's Studies in all its variety cannot always be viewed from an “immediate benefit” perspective or be regarded as a simple tool for gender equality work. For example, feminist theory is needed to reveal the supposedly gender-neutral and neutralising discourses and political practices that permeate gender equality policies at both national and Nordic levels. Such discourses and practices often disguise the power structures that also predominate in the “equal Norden”.

One aspect connected to the societal relevance of Women's Studies and Gender Research merits special attention. The rapid expansion of Women's Studies and its inter- and multidisciplinary character poses great demands in respect of information activities, documentation and the dissemination of research findings as well as coordination activities. There is a demand and a need for information and knowledge generated by Women's Studies not only within academia, but also outside the scholarly community, amongst the users of research (citizens, mass media, representatives of political organisations and public bodies etc.). The panel notes that in comparison with the other Nordic countries, the development of information and documentation services in Women's Studies has been modest in Finland. In a recent report<sup>35</sup>, prepared by Åbo Akademi University on the initiative of the Council for Equality, the situation was charted and compared with that of other Nordic countries. This report states that there is an obvious need in Finland for information and documentation services of the type that exist in the other Nordic countries (cf. also p. 23 in this evaluation report). The panel can only agree with this conclusion.

<sup>35</sup> Rapport över förundersökning om kvinnoforsknings dokumentation. Sosiaali- ja terveysministeriö; työryhmämuistioita 2001:22.

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# 7 Concluding Remarks

From an international perspective, Women's Studies in Finland started relatively late, particularly in respect of the development of teaching programmes and the institutionalisation of the field within universities. Instead, the 1990s onwards have been characterised by an intensive process of institutionalisation. According to the panel, the development has been very successful – in some respects excellent – in relationship to the available human and economic resources and the relatively short time since this field has reached an institutionalised status in academia in Finland. In sum, Finland compares well with the other Nordic countries with respect to the organisation of Women's Studies as a scholarly field or discipline. The development of undergraduate teaching programmes has a good record in a wider international perspective as well. Systematic postgraduate education within Women's Studies has also started out well. In addition, the panel was particularly impressed by (1) the amount of external funding for research achieved by scholars in Women's Studies; (2) the cooperation within the field on the domestic level and the active communication and interaction established with the surrounding society and community; (3) the level of internationalisation of teaching and research.

As in other parts of the Western world, the field has been strongest within the humanities and the social sciences. Although it is understandable and necessary that a small country concentrates on a limited number of areas, there should be room for improvement in some important areas, where it has been difficult for Women's Studies in Finland to establish a foothold. The panel has noted, for instance, the virtual absence of research on *gender and technology / feminist critique of technology*, an area that internationally is vital. Not only that, its underdevelopment is striking considering the explicit government policy towards the “information society”. On the whole, within the natural sciences and technology the development of Women's Studies in Finland has been modest. Within the social sciences, political science, or more broadly, research on *gender and politics*, is clearly a major problem in this respect. The respective situations in these fields are different, in that while in the gender and technology area the problem is scarcity of research, in gender and politics there is good research to build on, but a lack of support and career possibilities in academia. In Chapter 8, we will suggest some concrete measures to develop these particular fields of scholarship.

This evaluation project focussed on Women's Studies and Gender Research both at mainstream university departments and research institutes, as well as the units of Women's Studies located at universities. The variation between the units visited by the panel at the site visits has to be noted. Strictly speaking, only four of the units are independent or autonomous in an administrative sense. These units seem to be more developed and stable than those located in a department as “de facto” sub-units or semi-formal networks. Independent units have more control over resources and *may* have more control over decisions that affect them through representation on the university bodies, for example. The achievement of independent status may be partly a function of time since the programme was initiated: these independent units

tend to have begun somewhat earlier than the others. Yet, independent status does not solve all problems. Location may be connected with source of funding, which may be a problem for a multidisciplinary field.

## Finnish Women's Studies at the Crossroads

The panel notes some structural deficiencies that may hamper the development of Finnish Women's Studies. Above all, the *lack of long-term, permanent funding* makes planning and development difficult, undermines the stability of the programmes, and contributes to stress felt by faculty. Furthermore, at most units funding levels are not sufficient to hire enough teaching and support staff, resulting in a too heavy teaching burden. When there is insufficient administrative support, faculty often do the administrative work, again adding to their already heavy work burdens. Small staffs, especially in cases in which the professor is the sole faculty, also mean that tasks cannot be shared with colleagues and that there is no one to step in as a substitute in the case of illness or other needs for absence. For these reasons, small staff size was seen as a problem in all units. The interdisciplinary character of Women's Studies makes the lack of senior scholars and teachers at the units particularly problematic. Clearly, merely one person cannot be "interdisciplinary". Other teaching positions and administrative support staff is badly needed. The panel notes with regret that there is no sufficient "tenure track" for postdoctoral researchers in Finland. The paucity of postdoctoral positions – together with the very rapid increase of doctoral degrees since the 1990s – is clearly an intolerable situation for the Finnish academic community.

Small staff size is also a problem because the development of Women's Studies requires a great deal of organisational work that is not such a necessity in older, more established disciplines and departments. As the only professor in the unit, the Women's Studies professor, in order to develop an interdisciplinary and multidisciplinary programme, must establish and maintain relationships with numbers of other scholars in other departments. Because of inadequate and temporary funding, the professor must spend time trying to increase funding. This one professor must also participate in all activities of the unit, while overseeing the research and teaching. The multiple responsibilities falling on one or two people result often in difficulties in finding the time for their own research. The result is burnout, specifically mentioned in a majority of the units visited by the panel. Some of these professors were planning to leave their positions for full-time research positions. Their primary reason for this decision was that they do not have time for research and writing. There is an obvious risk that holding a professorship in Women's Studies is seen as "dequalifying" because of the workload and the temporary character of these positions. Change of personnel is not negative in itself, scholars and research milieus can also profit from change and the input of new persons. But it is important to maintain the attractiveness of the positions in Women's Studies and to guarantee the continuity of research and teaching. There ought to be solutions other than losing experienced teachers and leaders. If sufficient postdoctoral-level faculty are employed, the responsibilities of leadership can be shared or rotated. The provision of regular sabbaticals would also help alleviate the lack of research time. Far too much of the teaching, planning and administrative

work in Women's Studies is being done at the cost of other tasks which the people involved are expected and need to do. It would be easy to conclude that the level of activity is simply too high and unrealistic, that the offering or supply of courses should be cut. But the student demand is there and the knowledge interest in Women's Studies from society at large is also there.

In sum, the situation in Finland seems to have come to a *turning point*: either Women's Studies must receive adequate resources and a clearer and more secure position in the university structure *or* the activity will risk to confront a serious backlash. There is an obvious risk that much of the competence and development of knowledge that has been built up at the units since the 1980s, and particularly since 1995, will vanish if the professorships are not made permanent and if sufficient supporting resources for teaching and administration is not provided. With stable and permanent funding, there is every indication that the programmes and units will flourish, because accomplished and committed scholars are participating. Otherwise, the struggle to keep the programmes going and to meet the ever more demanding scholarly production standards may be too much for many faculty. The "brain-drain" of qualified senior scholars in recent years in Denmark should be seen as a warning also for the Finnish case – since there are some indications of that already.

## Double Strategy

Theory and research in Women's Studies in Finland, as in other parts of the world, is envisioned in various ways and practised in different organisational forms. It is seen by many of its practitioners as multi-disciplinary, interdisciplinary, cross- or even transdisciplinary activity. Based on this view, Women's Studies as an *academic discipline*, offering university degrees on some or all levels, has developed successively throughout the world since the early 1970s. However, Women's Studies has also from the beginning been seen and practised as a *subfield within the existing disciplines*, or as a *perspective* that is or should be integrated into disciplines and programmes. A commonly held view among the scholars is that the two general modes of thinking and practising the field – *autonomy* and *integration* – can be pursued simultaneously. They do not and should not exclude one another. On the contrary, they are usually seen as preconditioning each other, both substantially, and not the least, when it comes to social support. As is well known this both-ways view is the vision behind the so-called *double strategy*, launched in the 1970s and since then widely held as a guiding line or principle in the international community of Women's Studies scholars. Today, in many countries, the growth and the internal development of the field seems to have reached a point where the double strategy has become an issue of reflection and discussion. Part of this process is the ongoing thinking and debating about the pros and cons of making Women's Studies a major subject for doctoral and master's level university degrees.<sup>36</sup>

<sup>36</sup> In a recent European study the institutionalisation process of Women's Studies in nine countries was compared. The process showed remarkable similarities in a historical perspective, but also differences regarding the position of Women's Studies as an independent discipline within academia. See Silius, Harriet: *Employment, Equal Opportunities and Women's Studies in Nine European Countries*. Summary Report for Employment and Women's Studies: The Impact of Women's Studies on Women's Employment in Europe (EWSII). 2002. [Http:// www.hull.ac.uk/ewsi/](http://www.hull.ac.uk/ewsi/)

The conditions for a double strategy vary and it is necessary to be open to a variety of strategies or combinations of strategies. Experiences from some of the larger units show that the two strategies can be attempted simultaneously. When the double strategy actually functions, there are also forms of teaching that bring the two strategies together, such as *interdisciplinary courses* and the *joint degree programmes* involving Women's Studies and disciplinary departments. Some units rely heavily on teaching and examination in the traditional departments as components in their teaching programmes. This is a common pattern in many countries, where few Women's Studies units have enough faculty to cover the full range of topics. Here again, there appears to be variation, which may result from the absence of interested faculty in all relevant departments/disciplines. The conditions to integrate feminist perspectives into the mainstream disciplines are not equally good everywhere. In addition, a number of the units reported that the double strategy is difficult to implement also because of structural problems such as the allocation of credits for teaching and supervision.

Another aspect of the double strategy complex, and an issue that was brought up in many of the site visits to the units, is *inclusiveness* vs. *specialisation*. The question is whether the aim of every single Women's Studies unit must be to include every (other) discipline in the ambition to integrate women's studies or gender perspectives. Or should the units specialise in one way or another, both in teaching and research orientation? Should the double strategy be understood as implying a "cover it all" ambition only when taken collectively, that is when seen at a national (or even wider) level, and not necessarily be taken to be applicable in every single university?

A certain mix of inclusiveness and specialisation is necessary at all units. Only at the largest universities in Finland has a widely inclusive double strategy a fair chance. This is partly because of the obvious lack of economic resources given to the Women's Studies field. But the need for thinking and rethinking along which ways the whole field may best be promoted from now on has also to do with two other things: firstly, the growing complexity and differentiation of the field and, secondly, a growing insight among the scholars of the fact that integration and cooperation with traditional disciplines presupposes shared interests and responsibility. Not all mainstream departments and disciplines have people with qualifications and interest in gender issues and who want to develop feminist scholarship. As one of the Women's Studies professors put it at a site visit: "You cannot cooperate with someone who does not want to cooperate with you".

Internationally, all Women's Studies programmes are recent innovations in the history of universities and are competing for scarce resources with old, established players. This kind of research easily falls between two stools when departments and faculties set priorities, especially when university resources are scarce. In part, this is connected to the multi- and interdisciplinary nature of the field, but resistance to Women's Studies is also linked to the critical nature of this particular field. Even when the university milieu was in the main supportive, the majority of units visited by the panel reported an unwelcoming, sometimes even hostile, atmosphere in parts of their universities. Since feminist theory and research is critical of the old

established disciplines it may be seen as threatening. Moreover, Women's Studies faculty and staff are almost all women. A great deal of research shows that women do not fit the dominant images of high status, competent and adequate organisational members. As a consequence, special support measures for Women's Studies will also be needed in future. Integration or mainstreaming within the disciplines and the university structure does not occur automatically but seems to be a very tricky endeavour for the universities. This fact is a challenge not only to Women's Studies, but to academia as a whole.

There is considerable variation in the foci of the units, influenced by variations in the locations of the units in different faculties and in different types of institutions. Variation results from the different original disciplines of faculty members. Specialisation and the emphasis on specific profiles is also a result of historical circumstances (e.g. research orientations and disciplines of the local pioneers and activists). Future development is related to the scholarly orientation and discipline of the professors that have been recruited. This kind of variation is positive. Specialisation calls on the strengths available in the various teaching programmes and units of Women's Studies. At the same time the various programmes seem to adequately cover the basics in feminist theory and methodology.

In Finland, as elsewhere, the field of Women's Studies is broad and multifaceted, and its compositeness and complexity has grown continuously. The field has become so heterogeneous and differentiated that a certain specialisation at multidisciplinary units and institutions cannot be avoided (at e.g. Business Schools or Law Faculties a specialisation is self-evident). While specialisation that draws on resources or people, location, or university emphasis is positive, a broad multidisciplinary programme with courses in both social sciences and humanities is needed in universities offering a full range of disciplines. Every discipline can be critically assessed and enriched with a gender perspective, and students should have the opportunity to learn about this perspective. Yet, since the resources of most of the units of Women's Studies are limited and the support from established faculties and departments sometimes grudging, the best strategy for development in the short term may be to build on strengths (reflecting the university profile or staff interests), while long-run goals could include broader development. In some units specialisation is – for the time being – the only way forward. In the assessment of the units, the panel has therefore recommended some of them to reassess and perhaps reduce or narrow down their teaching role.

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# 8 Recommendations

As stated in the previous chapters, the panel is highly impressed by the level of Women's Studies and Gender Research in Finland. Yet, we want to set forth some suggestions for improvement and for further consideration for all those involved.

*Firstly*, the panel suggests that a working meeting is organised between representatives of the Ministry of Education, the Academy of Finland, the Association of Women's Studies (SUNS) and the universities (both university leadership and the Women's Studies units). Such a meeting could attempt to find solutions to the present situation and outline future strategies.

*Secondly*, the panel proposes a number of concrete suggestions and recommendations that are directed towards the Ministry of Education, the Academy of Finland, the Council for Equality at the Ministry of Social Affairs and Health, the individual universities and the local units of Women's Studies. Assessments and recommendations directed specifically to the units of Women's Studies at the universities are also included in Chapter 4.

The panel's recommendations:

a) to the *Academy of Finland*:

- The time-limited research professorship funded by the Academy of Finland (the Minna Canth Academy professorship) needs to be continued after the first period (2000-2004). The next field of this professorship should preferably be designated to the field of gender and politics.
- In order to stimulate research in gender and technology / feminist technology critique, the Academy of Finland should establish a targeted call on the area.
- The system of follow-up of the research fields at the Academy of Finland needs to be revised in order to make Women's Studies and Gender Research visible.
- Three-year funding periods for research projects are too short, especially with regard to the needs of research education. The periods should be prolonged by 1-2 years.

b) to the *Ministry of Education and the universities*:

- All professorships in Women's Studies need to be made into permanent positions. All universities with extensive teaching in Women's Studies need at least one professorship in Women's Studies.

- Funding needs to be increased so that all units can, in addition to the professorship(s), establish postdoctoral teacher positions.
- Funding needs to be allocated so that all units can have sufficient administrative support staff.
- Credits for supervision of theses and dissertations have to be registered more fairly between Women's Studies units and ordinary departments, not least because of the importance of credits and degrees for the current funding system at Finnish universities.
- Women's Studies should be established as a degree-awarding discipline in Finnish universities. A common policy for all universities and scholarly fields is, however, neither feasible nor necessary. Joint or integrated Master's degrees in Women's Studies should be supported.
- The possibilities of creating specific Master's Programmes (according to the Bologna agreement) in Women's Studies should be investigated.
- Administrative units for Women's Studies should be established at those universities that hitherto lack them, if so wished by the local Women's Studies community itself.
- The Women's Studies Virtual Net should be supported and further developed.
- Mainstream university departments need earmarked professorships and postdoctoral positions with gender orientation. One field where that is especially appropriate is Women's History.
- Joint teaching positions (shared between Women's Studies and ordinary departments) could be introduced to facilitate cooperation and integration of gender perspectives in mainstream disciplines.
- In general, Finnish universities need to establish more postdoctoral positions.
- A policy of leaves and rotation has to be introduced to avoid overloading and burnout. A system of sabbaticals for professors should be established.
- In the Women's Studies postgraduate education more emphasis needs to be put on writing articles for international publications.
- The Women's Studies units within the universities need to introduce regular and systematic reporting of their results in teaching and research in order to make their activities more visible.

c) to the *research institutes* (Stakes, FIOH):

- The research institutes need to include an explicit gender sensitive or gender mainstreaming strategy in their research programmes.
- Research institutes and universities should consider establishing joint professorships in relevant research areas in Women's Studies/Gender Research.

d) to the *Council for Equality (TANE)*:

- Adequate services for information, coordination and documentation are important both for the research community of Women's Studies and the users of this research. The cooperation between the senior administrator in charge with research issues in the Equality Unit, the Research Section subordinate to TANE and the scholars in the field has to be further developed. The suggestions in the recent Ministry report on how to develop the documentation services for Women's Studies in Finland are supported by the panel.

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### APPENDIX A

## Presentation of the Evaluation Panel

### Chair of the Panel:

**Liisa Rantalaaho** is Professor emerita of sociology and psychology of work at the University of Tampere. She has studied gender in working life and technological change, welfare state and social structure. She has participated in several international research projects, and written on conceptual and methodological aspects of feminist research. She has been active in the Finnish women's studies community since the early 1980s, chairing research networks and projects. She was the first editor-in-chief of *Naistutkimus-Kvinnoforskning*, and the first national supervisor of the Women's Studies postgraduate Network of the Academy of Finland. She has also served as member or chairperson in several national or international scientific organisations and expert committees, and as scientific expert in Finnish equality politics. She is an honorary member of the national association of Women's Studies in Finland (SUNS), and Dr.h.c. (social sciences) of the University of Lapland.

### Members of the Panel:

**Joan Acker** is Professor emerita of sociology at the University of Oregon, USA. She is a pioneer of feminist sociology and the founding director (1973) of the Center for the Sociological Study of Women at the University of Oregon. She has received the Jessie Bernard Prize for life achievement (1989) and the Career of Distinguished Scholarship Award (1993) of the American Sociological Association. She is the author of *Doing Comparable Worth* (1989; revised 1991) which has also been translated into Finnish (*Samanarvoinen työ. Tutkimus työelämän sukupuolistuneesta rakenteesta*, Vastapaino 1990), and of numerous articles on gender and organisations, gender and class, pay, labour markets, and feminist methodology. Joan Acker has frequently visited universities and research institutes as a lecturer and researcher in all the Nordic countries, including Finland.

**Anna Jónasðóttir** is Professor of Women's Studies at Örebro University in Sweden. She is also Research Director for the Forum of Women's Studies at the university. She is the author of *Why Women are Oppressed* (1994, Temple University Press) and a co-editor of *Is there a Nordic Feminism* (1998, UCL Press). Anna Jónasðóttir's background is in political science and she has published widely on the theories of gendered power, women's interests and women and politics. Anna Jónasðóttir has actively taken part in Nordic cooperation within the field of Women's Studies. She was a member of the research group, appointed by Vice Prime Minister Mona Sahlin, that led the "Kvinnomaktutredningen" (1995-1997).

**Kari Melby** is Professor of History/Women's Research at the Norwegian University of Science and Technology (NTNU) in Trondheim. Her position is located at the Department of Interdisciplinary Studies of Culture, Center for Feminist and Gender Studies. Her specialities are within Norwegian women's and gender history, concentrating on professionalisation, the history of organisations, ideas of gender

and marriage law. Her publications include *Kjønn og kamp. Sykepleiens historie* (1990) and *Kvinnelighetens strategier: Norges Husmorforbund 1915-1940 og Norges Laererinneforbund 1912-1940* (1995). Kari Melby has taken an active part in Nordic research cooperation through the project *Det nordiske ektenskap. Modernisering og kjønnskonstruksjon*. She is Chair of the Board of the Division of Culture and Society, Research Council of Norway (2001-2004).

**Ebba Witt-Brattström** is Professor of Literature (speciality gender research) at the University of Södertörn in Sweden. She has numerous publications on women writers and she has also published on feminism and psychoanalysis and female resistance in history (women writers). Her publications include *Moa Martinson: Skrift och drift i trettiotalet* (1988); *Ur könets mörker: Litteraturanalyser* (1993); *Edith Södergran och modernismens födelse* (1997). She was a member of the editorial board for a large project on Nordic Women's Literature 1981-96. Ebba Witt-Brattström was active in the Support Stockings-movement in the mid-1990s (Stödstrumperörelsen), an advisor to Vice Prime Minister Mona Sahlin and a Leader of a State Report for the Swedish Government on women's, men's and gender studies and women in academia (SOU 1995:110).

#### Coordinator for the Evaluation:

**Solveig Bergman** is a licentiate in political sciences (sociology) working at the Department of Sociology at Åbo Akademi University. She will defend her PhD-thesis in August, 2002. She was the first Coordinator of Nordic Women's Studies (1991-94), a Consultant for the Nordic Council of Ministers for the establishment of a Nordic Institute in Women's Studies and Gender Research (1995) and President of the National Association of Women's Studies in Finland, SUNS (1995-96).

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### APPENDIX B

# Questionnaire to the Women's Studies units

## 1. General Information

Please give a short (max. one page) history of the development of the Unit of Women's Studies at your University. Indicate also, if possible, which emphases your Unit has developed in relation to Finnish Women's Studies in general.

Please give information about the administrative position of Women's Studies at your University (i.e., is your Unit a department, a centre or an institute, or does it lack a formal administrative status?). Does your Unit have an administrative body for steering functions?

## 2. Staff Members (Autumn 2001)

Please give information about

- a) the development of resources and positions at your Unit (if possible, since 1995)
- b) the staff at your Unit during the autumn term of 2001 (include names and positions). If other persons are attached to the Unit please give the same information about them. What funding do these persons have?

## 3. Teaching and Supervision

Please give information about the development of teaching activities at your Unit since 1995:

- a) Is Women's Studies a study programme (opintokokonaisuus, studiehelhet)? Is Women's Studies a subsidiary/minor subject (sivuaine, biämne)? Have you discussed the possibility of developing Women's Studies to a main/major subject at your University? (pääaine, huvuämne).
- b) Please give information about the funding of teaching in Women's Studies at your University.
- c) Please give information about the study week credits (opintoviikot, studieveckor) and number of students in Women's Studies since (if possible, please give at least some available information about the trends).
- d) Please give information about supervisory tasks (of undergraduate and postgraduate students) of staff members at your Unit.
- e) Please give information about teaching in Women's Studies outside your Unit, i.e. at the ordinary university departments. How do you cooperate or coordinate teaching in Women's Studies between your Unit and the departments?

- f) Please give information about teaching in English (or other foreign languages) at your Unit since 1995.
- g) Please give some concrete examples of “innovative” teaching at your Unit (e.g., concerning teaching methods or contents).

#### 4. Research and Research Education

- a) Please give information about research projects at your Unit since 1995:
- b) Please give information about the participation of your Unit (students, supervisors) in the Graduate School “Gender System” (“Sukupuolijärjestelmän tohtorinkoulu”):
- c) Please give information about other forms of research education (tutkijankoulutus, forskarutbildning) at your Unit:

#### 5. Cooperation within the Country

Please give information about cooperation

- between your Unit and other units of Women’s Studies in Finland
- with the National Association of Women’s Studies (SUNS)
- with the Council for Equality between Men and Women (TANE) and its research coordinator and research section

#### 6. International Cooperation

Does your Unit participate in international exchange programmes for students and teachers? Please give information about these activities.

Does your unit have other forms of teaching or research cooperation with units for Women’s Studies abroad?

#### 7. Information and Documentation Activities

Please give information about information-, documentation- and library activities at your Unit. Include both internal (within the University) and external forms of activity (e.g., publications, newsletters, e-mail lists, web-sites etc.).

#### 8. Societal Relevance

Please give information about local and regional cooperation that your Unit is engaged in, e.g., with organisations or bodies of public administration. Please give information also about *studia generalia* lecture series, activities within the Open University, adult education etc.

## 9. SWOT - Strengths, Weaknessses, Opportunities, Threats

Please evaluate the strengths, weaknesses, possibilities and threats from the perspective of your Unit.

# Questionnaire to individual researchers

Academy Of Finland Evaluation Form For Women's Studies And Gender Research 1/11



## EVALUATION FORM FOR WOMEN'S STUDIES AND GENDER RESEARCH

Suomen Akatemian kulttuurin ja yhteiskunnan tutkimuksen toimikunta suorittaa naistutkimuksen, sukupuolijärjestelmätutkimuksen ja tasa-arvotutkimuksen tieteellisen laadun ja yhteiskunnallisen vaikuttavuuden arvioinnin syksyllä 2001. Mukana on Suomen yliopistoissa ja korkeakouluissa sekä muilla hallinnonaloilla tehtävä akateeminen tutkimus. Tämä arvointilomake on tarkoitettu yliopistojen naistutkimusyksiköissä ja ainelaitoksilla sekä tutkimuslaitoksissa toimiville naistutkijoille (jatko-opiskelijoista senioritutkijoihin). Arvioitsijoita kiinnostaa varsinaisten naistutkimusaktiviteettien ohella myös naistutkijoiden toiminta muilla tieteenaloilla. Huomioi tämä täytäessäsi lomaketta. **Lue erityisen tarkasti "Ohjeet arvointilomakseen täyttäjille" (s. 6).** Arvointilomake löytyy myös verkosta osoitteessa [www.aka.fi](http://www.aka.fi) (kohdasta "lomakkeet"). Lomake tulee täyttää englanniksi, joko sähköisesti verkkosselemissä tai koneella.

Arvointilomakkeet ja liitteet toimitetaan **15.10.2001** mennessä Suomen Akatemiaan kolmena (3) kappaleena (alkuperäinen ja kaksi jäljennöstä). Osoite: Suomen Akatemia, erikoistutkija Hannele Kurki, PL 99, 00501 Helsinki. Lisätietoja saa arvioinnin koordinaattorilta Solveig Bergmanilta ([solveig.bergman@abo.fi](mailto:solveig.bergman@abo.fi), puh: (02) 215 3288).

Forskningsrådet för kultur och samhälle vid Finlands Akademi genomför under hösten 2001 en utvärdering av kvinno-, köns-, genus- och jämställdhetsforskingens vetenskapliga kvalitet och samhälleliga relevans. Utvärderingen omfattar den akademiska forskning som utförs vid universitet och högskolor i Finland samt inom övriga områden inom statsförvaltningen. Denna utvärderingsblankett är avsedd för forskare (från forskarstuderande till seniorforskare) vid universitetens kvinnoforskningsenheter och ämnesinstitutioner samt vid forskningsinstitut. Utvärderarna intresserar sig också för kvinnoforskarnas verksamhet på andra vetenskapsområden än inom kvinno- och könsforskningen. Beakta detta då du fyller i blanketten. **Bekanta dig särskilt med "anvisningar för ifyllande av utvärderingsblanketten" (s. 8). Svenskspråkiga anvisningar fåras från [www.aka.fi](http://www.aka.fi) (under "ansökningshandlingar").** Också utvärderingsblanketten är utlagd på nätet. Blanketten bör ifyllas på engelska, antingen på webben eller på skrivmaskin.

Utvärderingsblanketterna jämte bilagor sänds till Finlands Akademi i tre (3) exemplar (original och två kopior) senast **15.10.2001**. Adress: Finlands Akademi, specialforskare Hannele Kurki, PB 99, 00501 Helsingfors. Tilläggsinformation fåras från koordinatör för utvärderingen, Solveig Bergman ([solveig.bergman@abo.fi](mailto:solveig.bergman@abo.fi), tfn (02) 215 3288).

The Research Council for Culture and Society of the Academy of Finland will carry out an evaluation of the scientific quality and societal relevance of women's studies and gender and equality research during the autumn of 2001. The evaluation will cover academic research that is carried out at Finnish universities as well as in other administrative fields. This evaluation form is aimed at scholars (from postgraduate students to senior scholars) within women's studies and gender research, who work at university units for women's studies, in university departments as well as in research institutes. Please note that the evaluators are also interested in the scholarly activities of women's studies researchers in other fields within the scientific community. **Please read carefully the "instructions for filling out the form" (p. 10). Both the form and English-language instructions can be obtained at [www.aka.fi](http://www.aka.fi) (under "application forms").** The form can either be filled in on the web or typed.

The evaluation forms and the enclosures should be sent by **October 15, 2001** to the Academy of Finland in triplicate (the original and two copies). Address: The Academy of Finland, science adviser Hannele Kurki, PL 99, 00501 Helsinki. More information can be obtained from the Coordinator for the Evaluation, Solveig Bergman ([solveig.bergman@abo.fi](mailto:solveig.bergman@abo.fi), tel (02) 215 3288).

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## General information

---

Name \_\_\_\_\_  
University, research institute or other organisation \_\_\_\_\_  
Department or equivalent \_\_\_\_\_  
Position(s) \_\_\_\_\_ since \_\_\_\_\_  
Academic degree, year of attainment and subject area \_\_\_\_\_  
Address (work) \_\_\_\_\_  
Postal Code \_\_\_\_\_  
Phone \_\_\_\_\_  
Email \_\_\_\_\_  
WWW home page \_\_\_\_\_

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## Scientific publications in 1995–2001

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Books	Domestic	International
Scientific monographs	_____	_____
Doctoral dissertations	_____	_____
Edited books	_____	_____
Other edited publications	_____	_____
Textbooks	_____	_____

### Articles and chapters in books

Articles in scientific journals and chapters in books ( <i>with referee practice</i> )	_____	_____
Articles in scientific journals, chapters in books, published conference proceedings and review articles ( <i>non-referee</i> )	_____	_____
Articles in university series of publications	_____	_____
Other scientific publications (e.g. book reviews, pre-reviewed papers to international conferences)	_____	_____

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## Scientific meetings and conferences in 1995–2001

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	Domestic	International
Invited papers and presentations	_____	_____
Other papers and presentations	_____	_____
Posters	_____	_____
Organiser of scientific meetings and conferences	_____	_____

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**Other scientific activities in 1995–2001**

	Domestic	International
Membership on boards of scientific associations and on professional scientific and academic bodies	_____	_____
Expert statements on appointments to professorships, docentships etc.	_____	_____
Evaluation tasks within the scientific community	_____	_____
Pre-reviewer of doctoral dissertations (or corresponding review tasks abroad)	_____	_____
Opponent of doctoral dissertations	_____	_____
Doctor's and licentiate's dissertations supervised	_____	_____
Master's theses supervised	_____	_____
Supervisory tasks within graduate schools	_____	_____

If you have been an editor of scientific journals (1995–2001), please indicate which:

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If you have been a member of editorial boards (and editorial advisory boards) of scientific journals and book series (1995–2001), please indicate which:

---

If you have had referee tasks for scientific journals (1995–2001), please indicate which:

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Have you been a member of Finnish or international networks in women's studies and gender research (1995–2001)? And in networks related to traditional academic disciplines (e.g., history, political science, law)? Please indicate which:

---

**External funding for research in 1995–2001**

Financier	Topic	Funding period	Amount
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Have you studied in a graduate school?

No

Yes , in \_\_\_\_\_ (please give the name of your graduate school)

---

**Teaching, research and studies at universities or research institutes abroad in  
1995–2001**

**Teaching**

Institution	Country	Duration
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Research**

Institution	Country	Duration
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Studies**

Institution	Country	Duration
_____	_____	_____
_____	_____	_____
_____	_____	_____

---

**Description of societal relevance**

Please describe other activities you have been engaged in since 1995 that you regard as significant not only for the scholarly community, but also for society at large (e.g. other publications, newspaper articles, radio and TV-programmes, acting as an expert or consultant in organisations or public bodies, significant positions in organisational activities).

The following questions are to be filled in only by those who lead research groups. If you have led several research groups since 1995, please give the information for each of them (you can use extra sheets of paper if necessary).

Research group: \_\_\_\_\_

### **Members of the group in 1995–2001**

Name	Position	Funding	Period of membership

## **Description of the research and its aims**

## **External funding for the research group**

Financier	Topic	Funding period	Amount

Date

**Signature**

Thank you for taking the time to fill in this form

**Enclosures (see also instructions below)**

#### List of publications 1995-

### **List of publications**

**Address to which the publications are to be returned:**

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## INSTRUCTIONS FOR FILLING OUT THE FORM

### GENERAL INFORMATION

*Position(s)* = present position, e.g., professor, Academy of Finland researcher, PhD-candidate in a graduate school etc. Docentships and other academic appointments should also be indicated here. Scholars on sabbaticals or other types of leave should also indicate their usual position. Please indicate when you were appointed to your present position (year).

*Academic degree* = the highest academic degree, the year when the degree was awarded and the academic subject, e.g., PhD, 1999, sociology.

### SCIENTIFIC PUBLICATIONS IN 1995–2001

*The number of domestic and international publications should be indicated separately.*

*Scientific monographs* = published scientific monographs (including those printed by a commercial publisher). Please include also monographs published in the official series of scholarly societies and universities.

*Doctoral dissertations* = including doctoral dissertations published on the Internet.

*Articles in university series of publications* = including departmental publications.

**Please attach a list of publications (1995–2001).** The list of publications should be in accordance with conventional practice, e.g., author, name of publication, publication series, volume, year, page numbers. Publications which are attached should be marked with a star (\*). Publications are to be classified according to the categorisation used above.

At least one publication must be attached to the evaluation, if you have published during the period 1995–2001. If you have submitted a doctoral dissertation during this period, please attach one copy of it. If you want a book to be considered, please attach a copy of the cover page, the list of contents and the introduction. The dissertations and other publications will be returned later.

### SCIENTIFIC MEETINGS AND CONFERENCES IN 1995–2001

The number of papers, other presentations, posters and meetings and conferences you have organised (including workshops etc.) are to be indicated.

*Invited papers and presentations* = if you have been separately invited to present a paper or give a talk at a scientific meeting or conference (e.g. key-note presentations).

### OTHER SCIENTIFIC ACTIVITIES IN 1995–2001

Indicate the number of scientific activities requested in the form. Please give details of scientific journals that you have edited, your membership of editorial boards and editorial advisory boards (of scientific journals and book series) and referee tasks that you have undertaken for scientific journals.

The term "network" refers to scholarly cooperation within a discipline or cross-disciplinary cooperation, outside official organisations and scholarly associations (networks may, e.g., arrange meetings and seminars, and they commonly maintain electronic mailing lists etc.).

### EXTERNAL FUNDING FOR RESEARCH IN 1995–2001

Funding from sources other than the university or the research institute's own budget is to be specified according to financier and topic. The funding period should also be indicated. The amounts are to be specified in thousand of marks. If external funding has been obtained for a position or a specific task (e.g., Academy of Finland researchers, PhD-candidates of the graduate schools of the Ministry of Education), the financier (The Academy of Finland or the Ministry of Education), the position, the funding period and the salary class are to be indicated.

Only funding covering at least one (1) month of subsistence should be included in respect of scholarships

and grants. Smaller scholarships and travel grants, for example, are not to be indicated. PhD-candidates within graduate schools should indicate the name of their graduate school.

## **TEACHING, RESEARCH AND STUDIES AT UNIVERSITIES OR RESEARCH INSTITUTES ABROAD IN 1995–2001**

Individual lectures should not be included here.

## **DESCRIPTION OF SOCIETAL RELEVANCE**

If you mention your non-scholarly publications (e.g. in newspapers), they must be included also in the list of publications.

## **QUESTIONS ABOUT RESEARCH GROUPS**

*Members of the group:* Indicate the name, the position (in the group or in the department), source of funding and period of membership in the group for each group member.

*Description of the research and its aims :* An approx. five line description should be given of the research of the group, including its aims and the most important cooperation partners.

*External funding for the research group :* Funding from sources other than the university or the research institute's own budget is to be specified.

## Contents

### APPENDIX D

# Structural background data of the individual respondents

**Table D1**

Gender of respondents

	n	%
Female	234	96.7
Male	8	3.3
<b>Total</b>	<b>242</b>	<b>100</b>

**Table D2**

Highest academic degree of respondents

	n	%
MA	90	37.2
Lic.	41	16.9
PhD	111	45.9
<b>Total</b>	<b>242</b>	<b>100</b>

**Table D3**

Date of PhD degree among the post-doctoral respondents

	n	%
before 1990	20	18
1991 - 1994	23	20.7
1995 - 2001	68	61.3
<b>Total</b>	<b>111</b>	<b>100</b>

**Table D4**

Disciplinary fields among the respondents

	n	%
Social sciences	94	38.8
Humanities and Theology	96	39.7
Pedagogy, Psychology	22	9.1
Law	12	5
Management and business	6	2.5
Health sciences	8	3.3
Other	4	1.7
<b>Total</b>	<b>242</b>	<b>100</b>

**Table D5**

Organisational position of respondents

	n	%
Professor	28	11.6
Other teacher	83	34.3
Researcher	128	52.9
Non-academic job	3	1.2
<b>Total</b>	<b>242</b>	<b>100</b>

**Table D6**

Work place of respondents: WS units and other departments

	<b>n</b>	<b>%</b>
WS unit	42	17.4
Other department	184	76
Research institute	16	6.6
<b>Total</b>	<b>242</b>	<b>100</b>

**Table D7**

Work place of respondents: universities and research institutes

	<b>n</b>	<b>%</b>
University of Helsinki	72	29.8
Swedish School of Economics and Business Administration	6	2.5
Helsinki School of Economics	3	1.2
University of Turku	35	14.5
Åbo Akademi University	17	7
University of Tampere	40	16.5
University of Jyväskylä	17	7
University of Joensuu	17	7
University of Lapland	12	5
University of Oulu	6	2.5
Art universities	2	0.8
Finnish Literature Society	4	1.7
STAKES	5	2.1
Statistics Finland	2	0.8
Institute for Occupational Health	4	1.7
<b>Total</b>	<b>242</b>	<b>100</b>

## Contents

### APPENDIX E

## Positions in Women's Studies and other statistical information

### Positions in Women's Studies in Autumn 2001\*

	University funding			External funding	
	prof.	other teaching positions	admin. staff	researchers	admin. staff
Christina	1	1	2 (1+½+½)	7	3
TaY	1	2	2	9	-
TuY	1	-	2	1	-
ÅA	1	1	1.25	4	1
JY	1	1	-	6-10	-
JoY	1	-	-	1	-
KuY	-	-	-	2	-
LY	-	-	1	-	-
OY	1	1	-	2	1
SHH	1	-	-	4-8	-
WLaw	1	1**	-	2-6	-
Academy of Finland,					
Minna Canth					
Professorship				1	
<b>Total</b>	<b>9</b>	<b>7</b>	<b>8.25</b>	<b>39-51</b>	<b>5</b>

\*) The units in Women's Studies are divided into two groups (the four administratively independent units vs. the seven networks/semi-formal units). The criteria used in the unit reports for the inclusion of externally funded researchers in the "unit" varies. Some have included only those researchers who participate in the research projects of the professor of Women's Studies, are funded through the unit budget and/or are located in the premises of the unit, others have used a wider definition including researchers working in "mainstream" departments at the university. Particularly for the networks, exact figures were sometimes difficult to assess.

\*\*) The assistantship in Women's Law was not funded after late autumn 2001.

### Other figures:

Members of the National Association of Women's Studies	354 + 177 student members*)
Subscribers to the journal <i>Naistutkimus-Kvinnoforskning</i>	686*)
Subscribers to the web-based list in Women's Studies	951

\*) Situation in June 2002. The figures exclude persons who have not yet paid their membership/subscription fee. The situation may change later during the year.

## **Contents**

### **APPENDIX F**

# **PhD theses in Women's Studies and Gender Research 1977-2001**

the list is available on [www.aka.fi/julkaisut](http://www.aka.fi/julkaisut), [www.aka.fi/publications](http://www.aka.fi/publications)

## **Contents**

### **APPENDIX G**

# **Research projects in Women's Studies and Gender Research funded by the Academy of Finland, Research Council for Culture and Society, 1995-2001**

This list may not be complete due to the classification system at the Academy of Finland, which does not include "Women's Studies/Gender Research" as a separate field.

## **Philosophy**

### **Sara Heinämaa**

- Body and sex in the phenomenological tradition. 1998-2001
- Intentionality, body and sex in a phenomenological perspective. 1998-2001
- Subject, sexuality and equality. Theories of gender in modern philosophical tradition. 2001-03

### **Tuija Pulkkinen**

- The problem of the subject in social theories. 1992-95

## **Theology and comparative religion**

### **Eila Helander**

- Finnish missionaries and local development in Africa. 1996-99
- Religious communities and recession survival strategies. 1998-2001

### **Martti Nissinen**

- Gender, society and eroticism in the Bible. 2000-05

### **Tuula Sakaranaho**

- Moslems and religious equality in Finland. 2001-03

### **Elina Vuola**

- Universality of human rights and religion – focusing on reproduction. 1998-2001
- Conflicts over resources and representations. 1999-2002

## **History**

### **Päivi Setälä**

- Women and Roman society. Female networks and public sphere. 1993-95
- Communities of women in the ancient Rome. 1993-96
- Women as landowners and agricultural entrepreneurs in the Imperial Rome. 1997-98
- Death, society and gender in ancient world. 1999-2001

**Marianne Liljeström**

- Models of self. Russian women's autobiographical texts (1800-2000). 1998-2000.

**Maria Lähteenmäki**

- History, culture, identity: borders and interaction in the North Calotte 1809-1852. 2001-04

**Pirjo Markkola**

- Gender and calling. Christian social work in Finland. 1998-2003
- Christian safety nets in Finland from 1700's to 1900's. 2001-06

**Marjatta Rahikainen**

- Ageing women in the labour market 1800-2000. 2000-01
- Life strategies of ageing women 1800-2000. 2000-02

**Aino Saarinen**

- Women, franchise and modernisation of the political system. Research on the mobilisation of Finnish women, especially women in Tampere. 1995-96

**Irma Sulkunen**

- Women's organization in Finland from the 1800's to 1917. 1987-96
- Women, religion and mentality. Prophets, preachers and healers in the Finland of 1700-1800's. 1996-97

**Minna Uimonen**

- The concept of truth in academic discourses on gender, sexuality and power. 2001-02

**Kirsi Vainio-Korhonen**

- Food, clothes and care. Women's entrepreneurship in Finland 1750-2000. 1998-2001

Ethnology, folklore

**Satu Apo**

- The changing models of girls' culture, 1998-2001

**Aili Nenola**

- Culture, tradition and the gender system. 1992-96
- Sexualised and generational violence in the Finnish culture. 1999
- Ingrian laments. 1998-2000

**Kaija Heikkinen**

- Vepsian traditions, folk-beliefs and feasts in the context of gendered relations. 1995-96
- Civil society and civic culture in North-West Russia. 1997-98
- Ethnic and religious movements in Karelian and Vepsian villages. 1999, 2001

- Women's networking in Karelian and Vepsian villages. 2000
- Ethno-cultural otherness. Resource and limitation. 2000-03

**Kaarina Kailo**

- Gendered power relations, violence and monoacculturation in educational institutions. 2000-03

**Jukka Pennanen**

- Gender dynamics and subsistence systems in circumpolar societies. An ethno-archaeological interpretation. 1999-2000

**Laura Stark-Arola**

- Body and power in early modern Finnish culture. 2001-03

**Helena Saarikoski**

- The culture in peer groups of girls and boys as constructor of conceptions of femininity and masculinity. 2000-01

Literature, film studies

**Pirjo Ahokas**

- Eccentric subjects – new American feminist literature and identity. 1997-98

**Päivi Lappalainen**

- Dumb mother and rebel daughter. Forming of the modern feminine identity in Finnish literature. 1997-98
- Feminization of Finnish 19th century literature. 1999-2002

**Maria Olaussen**

- Transformations of intimacy. Romance in African women's writing. 1999-2002

**Arja Rosenholm**

- Vorarbeite zu einer Literaturgeschichte russischer Schriftstellerinnen. 2000-2001
- „Misha the Bear“ – an animal and a human mirror: non-human animals. 2001-03

**Sirpa Leppänen**

- Academic discourses. 1994-95
- Text and context. 1993-96

**Jukka Sihvonen**

- The history of the Finnish film from 1920's to 1950's. 1993-97

Art history, arts

**Riitta Nikula**

- The birth of modern town-planning in Finland. 1998-99

**Riitta Konttinen**

- The problematics of the Great Artist in the 1900th century Finnish art.  
Venny Soldan-Brofeldt; Helene Schjerfbeck. 1994-96, 2000-2001

**Kirsi Saarikangas**

- Gendering power and agency. 1996-99
- Social production of space. 2000-02
- Invisible suburbs. Time, memory and lived space. 2001-06
- Gender and the representations of home in the visual culture of 1920's-30's. 2001-06

**Pirkko Moisala**

- The significance of music in the creation of Finnish cultural identity. 1998
- Transforming transitions. Kaija Saariaho's music and subjectivity. 2001-02
- Feminist interpretations of music. 2001-02

**Political science, conflict & peace research****Marja Keränen**

- Changing gender orders in the restructured European societies. 2000-02

**Sari Oikarinen**

- Woman as leader? Gender and national leadership in Western Europe in 1900's. 1999-2002

**Kari Saastamoinen**

- Equality and political community in political thought in the modern era. 2000-01
- Equality between women and men as a problem of politics, political thought and social science. 1998-2000

**Tarja Väyrynen**

- Ethnic and identity conflicts and their solutions. 1995-98
- Ethnopolitical conflicts. 2000-03
- Global conjunctures and gendered subjectivities. 2000-03

**Social policy****Leena Eräsaari**

- Organization of public space. 1997-2000

**Raija Julkunen**

- Embodied differences and orders. 1995-96
- Working time in information work – challenges and governance. 2001-03

**Lea Henriksson**

- Gender and Finnishness in health work professionalization. 1999-2001
- Service professions in transition. Encounters in Finnish home nursing. 2001-03

**Juhani Iivari**

- Circles of maladjustment. Immigrants as perpetrators and victims of crimes. 2001-03

**Kirsi Juhila**

- On the margins of assistance systems. 2001-03

**Jouko Nätti**

- Unemployment, household, gender and generation. 1998-2000

**Anneli Pohjola**

- Women's motherhood and work in the Northern periphery. 1999-2004
- Incest as a subjective experience of the victim. 2001-03

**Mirja Satka**

- Social work and child protection. 1998-2000

**Asko Suikkanen**

- Biography, gender and locality. 1998-2000

**Kari Vähätalo**

- Unemployment in the city. 1998-2000

## Sociology

**Iris Aaltio-Marjosola**

- Gender management. 1999-2000

**Pirkko-Liisa Ahponen**

- Crossing borders in language contacts. 1995-97
- From exclusion to heroism. Sociocultural border-crossing in the life cycle. 1997-98
- Women's active citizenship. 1997
- Multiculturality, social exclusion and education. 1997-98

**Martti Grönfors**

- Men, masculinity and culture of violence. 1995-98

**Jeff Hearn**

- Sexualised violence, global linkages and policy discourses. 2001-03
- Men, gender relations and transnational organising, organisations and management. 2000-05

**Elianne Riska**

- Differentiation of the medical profession. 1994-96
- Gender, sexuality and organisations. 1997-98
- Images of women's health. Social construction of gendered health. 1997-2002

**Tuula Gordon / Elina Lahelma**

- Citizenship, difference and marginality in schools, with special reference to gender. 1994-97
- Tracing transitions. 1998
- Gender and nationality. The constructions of being Finnish. 1999-2001
- Marginalized sexual cultures. The (de)constructions of sexual otherness. 2001-03

**Elina Haavio-Mannila**

- Cultural inertia and social change in Russia. 1995-97
- Transformation, life politics and environment (in Russia). 1995-98
- Sexual life and gender system in the Baltic area. 2001-02

**Juha Holma**

- Why men batter their partners. A narrative and discourse analytical study. 2000-03

**Eeva Jokinen**

- Tired at home. Rewriting the voice/silence of the mother. 1993-2000
- Home, (dis)order and the body of the mother. Diaries as inter/intrasubjective spaces. 1998
- Female subjectivity in gender orders. 1997-2000
- Displacement of violence. The politics of violence and spaces in-between. 2000-03
- Partnership, parenthood and the space for sexual difference. 2002-06

**Ulla Kinnunen**

- Interaction between work and family. A view of women, men and married couples. 2000-05

**Anne Kovalainen**

- Recession and trust. 2000-01
- Employment policies, gender and labour market. 1999
- Values in knowledge creation. Management, organization, business studies and gender research – integration or separation? 2001-03

**Aino Saarinen**

- The “third wave” of the feminist movement in Northern Europe. 1999

**Guje Sevon**

- Women's entrepreneurship. Crisis management and survival strategies. 1998-2000

**Harriet Silius**

- Ethnicity and gender. 2000-03

**Marja Vehviläinen**

- Gender, citizenship and information society. 1998-2001

## Social psychology

### **Kaisa Kauppinen**

- Work, home and leisure. Finnish-Estonian comparison. 1993-96

### **Päivi Korvajärvi**

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*An evaluation has been carried out into the position and standard of Women's Studies and Gender Research in Finland during 1995-2001. The evaluation focused on Women's Studies units at the universities and on research carried out at regular university departments and in research institutes. The assessment also included both the societal relevance of the field and the effectiveness of its teaching arrangements. The evaluation shows that the development of Women's Studies in Finland has been successful. In particular, the field is characterised by a high degree of cooperation and networking, an active communication and interaction with the surrounding society, a high level of internationalisation and an impressive degree of external funding.*

*In Finland, the field has been strongest within the humanities and the social sciences, whereas research on gender and technology has been underdeveloped. The panel sets out a number of recommendations directed to the Ministry of Education, the Academy of Finland, the Council for Equality at the Ministry of Social Affairs and Health, the individual universities, and the local units of Women's Studies.*

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