

Gender at LTH

GNVB05 - Gender Studies: Science and Technology

Pétur G. Hjartarson

Jonas Persson

August 1, 2013

Abstract

This paper focuses on the general gender view at LTH. By doing a short summary on gender in science it gives the reader a short introducing description. The report look into how the different programs advertises them self. Today there is an existing equality plan and strategic plan that has the overall aim to make the environment at Lund University and LTH gender neutral, all students should have the same rights. By doing in depth interviews with students on different programs with a focus on the programs that have a majority women or men we discuss how the general view on gender is at LTH and also how well the students have intercepted the ideas presented in the equality plan.

***Keywords:* Gender, Technical, Engineering, Science, Computer Science, Enviromental engineering, LTH, Lund University, Equality Plan, Interviews**

Contents

1	Introduction	1
2	Method	2
3	History of Gender in Science	3
4	Lunds Tekniska Högskola	4
4.1	LTH today	4
4.2	Departments	5
4.3	Program advertisement	6
4.4	The strategic and the equality plan at LTH	7
5	Questions	9
6	Discussion and conclusion	10
A	Interview	14
A.1	Male studying Information and Communication, 2008 (1)	14
A.2	Male studying Information and Communication, 2008 (2)	15
A.3	Female studying Industrial Economy, 2010	16
A.4	Female studying Computer Science, 2008	17
A.5	Female studying Environmental Engineering, 2007	18
A.6	Male studying Environmental Engineering, 2008	18
A.7	Female studying Environmental Engineering, 2008	19
A.8	Male studying Mechanical Engineering, 2010	20
A.9	Female studying Mechanical Engineering, 2010	21
A.10	Male studying Civil Engineering, 2009	22

1

Introduction

The purpose of this paper is to find out how men and women are experiencing their time studying at Lund Institute of Technology through interviews. We will try to look into how the different programs advertise themselves when trying to recruit high school students. We will try to find out which programs that could be classified as a "masculine" and "feminine" programme and try to understand how these assumptions have been made and based on what.

We would also want to see what progress LTH is making in the work towards a more equal education and how the general view on gender and equality questions differs from the actual policy. There is one thing that the policy is written in a document, but there is another thing getting the policy out to the students and maybe most importantly the teachers. We will try to show the difference, if there is any, by doing a series of deep interviews with both the teachers and students. If the equality policy doesn't make any impact, how can it be improved? Do students feel that their program is competitive in comparison to other programs? We also want to find out if the students feel that they have been discriminated or offended because of their gender.

2

Method

The method used in this report consists of a literature study regarding a brief history of gender in science and how LTH looks at Gender questions through its equality plan. Studying how the different programs advert them self on their respective homepage, seeing if there are any indications that the programs are doing any active work towards a more equal gender distribution, is also a part of the literature study. We will look at which students are interviewed from the programs at their respective homepage, as well as see what kind of pictures are shown, how the layout might differ and if the written language differs.

To answer the questions asked in the introduction we performed 10 interviews with students from different programs. Most of the interviews are done on programs with a majority of either men and women. This will give us an idea how the students perceive the gender climate on LTH when trying to discuss if women and men experience their time on LTH differently, how and why that might be. Interviews can give a more precise understanding because we talk with the students involved. Another method could be doing a survey on students, but to make it scientifically and statistically relevant one would need a large selected group with students that not just answer on routine, or gathering a group that is interested in gender questions. By doing interviews we can see if the students are involved in the question and how they perceive for example the strategic and equality plan.

3

History of Gender in Science

The difference between gender as a role or social construction and the biological sex was defined in the mid-1950s[6], but did not have its breakthrough until in the 1970s when feminism grew larger and embraced the term.

The history of gender in science and how feminism has changed science is brought up by Londa Schiebinger in her book 'Has feminism changed Science?'. In her book she mentions several important changes that feminism had upon science, among the most visible ones is the fact that non-human females no longer are viewed upon as passive and submissive in their role but instead are studied for their skills and social structure, biologists no longer divide the brain into feminine and masculine parts and when doing drug testing on a new pharmaceutical the testing is carried out on both men and women. Further on she describes some problems that arises with what is called scientific feminism, one of them "is that it seeks to add women to normal science, leaving the latter unperturbed. Women are supposed to assimilate to science rather than vice versa; it is assumed that nothing in either the culture or the content of the sciences need change to accommodate them." In the very end of her conclusions she describes how she doesn't think that the science departments can solve the gender issue themselves because the problem is so deeply culturally rooted, change will have to take place in many areas at the same time[7]. Even though the book is 13 years old, and the cultural landscape in Sweden looks quite different from the United States one realises, through these facts and conclusions that she makes, the importance of having an equal university in order to breed new ways of thinking and new visions within the narrow confines of science.

4

Lunds Tekniska Högskola

4.1 LTH today

LTH, Lunds Tekniska Högskola is a Technical Institute in Skåne, Lund. At first it was a university on its own when it was founded in 1961 first by the appointment of the Royal Technical University, but was later recognized as a faculty by Lund University, today, the name is The Faculty of Engineering, Lund University.

In a report from Utvärderingsenheten at Lunds University, report 2005:236, a deep interview with different faculties from LU was carried out. The report has gathered some thoughts from female students about how they experience their time studying at LTH. A survey in the document tells us that 1 of 6 students feels like they have been treated bad in some way, in half of these cases they feel offended.

”Some teachers, especially in the more classical technical topics like math, mechanics etc. don’t think that girls should be engineers and consistently lays comments on that girls don’t understand technical things. I can’t recall the exact phrases. But it is the attitude towards us that is insulting.” - female engineering student.

”During a laboratory lesson me and my two classmates (of female gender) failed with the experiment. The comment we got on our mistake was something like: ”Yeah, this doesn’t surprise me that you should screw up, typical girls.” First we didn’t take notice on

the comment but during the rest of the class we heard the sneering about gender.” - female engineering student

Hearing these quotes from students attending the number one[3] university in Sweden is chocking.

4.2 Departments

At LTH today there are a dozen of different educations, all listed in table 1 with their respective gender distribution showed for the years of 1995, 2000, 2005 and 2012. The ratio showed is % Female/Male. One can easily see how much the ratio differs between different educations, also two of three programs that have a majority of females have increased the gap between males and females.

Table 1. How the gender distribution have changed for the selected years of 1995, 2000, 2005 and 2012.

Program	Year 1995	Year 2000	Year 2005	Year 2012
<i>Arkitektutbildning</i>	48.5/51.5	54.1/45.9	57.1/42.9	53.3/46.7
<i>Brand Ing. utbildning</i>	13.8/86.2	22.8/77.2	25.0/75.0	30.3/69.7
<i>Civ.Ing i bioteknik</i>	NA	NA	57.5/42.5	67.3/32.7
<i>Civ.Ing i datateknik</i>	6.7/93.3	10.6/89.4	7.1/92.9	7.3/92.7
<i>Civ.Ing i ekosystemteknik</i>	NA	64.6/35.4	57.9/42.1	64.1/35.9
<i>Civ.Ing i elektroteknik</i>	7.0/93.0	12.2/87.8	6.6/93.4	13.5/86.5
<i>Civ.Ing i industriell ekonomi</i>	NA	32/68	32.2/67.8	33.1/66.9
<i>Civ.Ing i InfoCom</i>	NA	NA	12.3/87.7	23.4/76.6
<i>Civ.Ing i kemiteknik</i>	47.6/52.4	51.3/48.7	49.1/50.9	39.9/60.1
<i>Civ.Ing i lantmäteri</i>	NA	54.2/45.8	40.0/60.0	47.7/52.3
<i>Civ.Ing i maskinteknik</i>	12.9/87.1	17.2/82.8	15.7/84.3	19.1/80.9
<i>Civ.Ing i maskinteknik, TD</i>	NA	NA	44.8/55.2	47.9/52.1
<i>Civ.Ing i riskhantering</i>	NA	NA	38.6/61.4	31.6/68.4
<i>Civ.Ing i teknisk fysik</i>	20.2/79.8	19.6/80.4	21.3/79	17.4/82.6
<i>Civ.Ing i teknisk matematik</i>	NA	NA	24.2/75.8	33.3/66.7
<i>Civ.Ing i teknisk nanovetenskap</i>	NA	NA	26.1/73.9	32.9/67.1
<i>Civ.Ing i väg- och vatten</i>	29.6/70.4	36.3/63.7	26.9/73.1	28.8/71.2
<i>Industridesignutbildning</i>	73.3/26.7	63.8/36.2	56.6/43.4	30.0/70.0

4.3 Program advertisement

In this report we wanted to analyse if the different programs at LTH have different ways to reach out to the students, for example seeing if the course homepage differ in some way. When the student want to check if a certain program is interesting or not, see if it is somewhat more fitting for women or men.

When first accessing the computer science homepage, the first picture we see is a picture with a girl and a boy sitting at a computer working together. The face of the girl is fully visible, meanwhile the boys face isn't. When keeping on surfing the course website, the second picture visible is a picture of a woman. When going further into the section where you can see what students today think of the program, they only have example answers from male students regarding their thoughts on the program. However, according to the Equality plan, programs with less proportion of females should actively recruit more women through intense strategies[5].

When going into the sister program of computer science, Information and Communication Engineering, which is very similar to the computer engineering program but with less focus on programming but more focused on the humanitarian point of view in computer engineering. Here we have a bigger proportion of female students than in computer science as seen in table 1. When checked what the students think of the program on the homepage there are two girls among the students answering, compared to the computer science program where there are only boys in the survey. There are more pictures of girls on the InfoCom homepage then on the Computer Science homepage.

In the equality plan, there is nothing made to recruit more boys into the programs with a larger proportion of females, if this is necessary, we can not tell. However the goal is to reach a 40/60 balance no matter if it is women or men in all programs.

Analysing programs with a larger proportion of women, for example Environmental, Chemistry and Bio engineering, one can see that the homepage actually doesn't differ. The environmental engineering have a larger proportion of female students, and on the page "What students think" three of four are women. The same layout is made for all programs on LTH, with the same structure and recruiting techniques for all programs. The written language doesn't seem to differ from the programs with a larger proportion of male students, but this is hard to tell and discussed further in the report.

4.4 The strategic and the equality plan at LTH

This section will shortly describe how LTH works towards a more gender equal University. In the strategic plan for the university they list their overall strategy, core values, vision and priorities amongst other goals. Among them one find: "Core values in accordance with Lund University's core values, we defend human dignity and freedom, all people's equal worth and human rights." [2] and: "Diversity, gender equality and equal opportunities among staff and students help to ensure job satisfaction and high quality in the faculty's activities." [2]

In their equality plan from 2007-2010 they focus more upon gender and equality goals than in the strategic plan. The equality plan is divided into different parts separating i.e. undergraduates from postgraduates, having separate goals for every group. The overall aims and goals of the equality plan are the following:

"The ultimate goal is that men and women shall have the same opportunities for personal development and career advancement. A good working environment and job satisfaction are important factors. There shall be no gender-related differences regarding working conditions, salary, the ability to influence the aforementioned, career opportunities, and the possibility of combining a career with private life including care of the home and family. All students shall have the same rights and responsibilities at LTH, regardless of gender; the studying environment shall be equally appealing to both sexes. Endeavours shall be made at every place of work (department, division or other unit) to establish an even gender balance in all categories of employees, including postgraduate students, and with regard to undergraduate students, every effort shall be made to obtain a good balance between men and women in all programmes. A good balance in this context is 40 percent of one or the other sex." [5]

LTH acknowledge that there is a maldistribution between men and women at the departments today, and states that special efforts should be made trying to change that distribution. Some of the active efforts that should be taken towards a more equal environment include:[5]

- Integrating the gender perspective into teaching, the Gender Equality group shall continue spreading information about the gender perspective in teaching.
- The course 'Gender in Science and Engineering' will be open to all undergraduate students at LTH.

- Programs where gender distribution is skewed should collaborate with dissimilar programs so that similar courses can be given to a more gender equal group of students.
- Departments will be encouraged to appoint more women as in charge of courses, especially first-year courses. Departments should also increase the number of female teaching assistants.
- The project 'Flickor på Teknis' shall continue, and a follow-up programme for those who participated in it will be implemented.
- All departments shall create an equality plan.

5

Questions

These are the questions that we asked to the 10 students that we interviewed. We also asked their gender, program and starting year but that is shown in the title for each interview in the appendix.

1. How do you experience the work load at your specific program?
2. Do you consider your program masculine, feminine or gender neutral and why?
3. Do you think it is possible to change the general view on your program and how can it be done?
4. Describe the general atmosphere at your program, is it competitive or uncompetitive?
5. When forming groups, do you feel more comfortable working with the same gender?
6. Have you worked with anyone that could be classified as a minority?
7. Have you ever been offended due to your gender by a teacher?
8. Have you ever been offended due to your gender by a fellow student?
9. Have you noticed any active work by LTH, teachers or programs towards a more equal university and in what way?
10. Do you think that this work could improve and how?

6

Discussion and conclusion

The homepages does in fact not differ that much as we first thought. The same layout is used for all the programs. There seems like some programs have taken action towards getting more female students joining the program, like the Information and Communication program, with i.e. only women answering how they experience the time studying at LTH. On the other hand, with Computer Science, having only interviewed men might not give a very good picture of the program, atleast if one, as the computer science program, would want a more equal distribution of the sexes. Computer Science have been keeping the proportion of women steady during the last 15 years, with year 2000 as a deviant year, thou this might be due to the huge IT-boom in the beginning of the second millennium.

One can believe that Computer Science and Information and Communication would have taken larger actions in this subject and even one of the girls in the interviews see the Information and Communication program as masculine, while it perhaps is not. One immediate action that programs with a majority of men is to having female students answering how the general climate on the program is, i.e. "What students think" - category at the programs respective homepage. Information and Communication for example have increased the proportion of females, and have been working hard towards it. Having only females answering what they think maybe is a good idea, an idea that could be taken from Information and Communication to Computer Science. One can actually question why a larger proportion of females are choosing Information and Communication over Computer Science since the programs are so similar to each other. Students generally don't know exactly what courses are included

at the program before they begin studying. Maybe women have easier to join interdisciplinary programs or maybe its the fact that Information and Communication is a rather new program (about 10 years old) and has not yet been classified as masculine or feminine within the classical norms of classifying jobs in general.

The same theory might apply on the program of Environmental Engineering, which also is around 10 years old. The gender distribution there is slightly above 60 percent women and is viewed upon as gender neutral by 2 of the three interviewed environmental students. The general view upon environmental work has maybe not yet been classified as masculine or feminine, and might perhaps just stay gender neutral contrary to the other programs that could require quite a long time period in order to change the gender distribution and through that perhaps the general view as well. Several of the people interviewed seemed positive and open-minded but perhaps unknowing and perhaps not understanding the importance of an equal gender distribution and the positive things brought by it. One can not blame them, the only thing they lack is information of why this is important. The authors of this article for example learned about the importance through this very course. Only one of the students mentioned that she had been offended in one way contrary to what the report from Utvärderingsenheten at Lunds University, report 2005:236, where 1 out of 6 felt offended. Whether the study environment actually has improved is hard to tell due to the fact that we only interviewed 10 students.

Comparing the aims of LTH's equality plan and the general view among the students interviewed, there seem to be a gap separating them. The interviewed students are in most cases aware that some work is made towards a more equal university but they might not always feel that enough effort is put in. Especially on the teaching part, several students among those interviewed seem to want more gender aware teachers and teaching. The students give different answers when asked about if the program is masculine, feminine or gender neutral and also the answers regarding the workload differ much. From this we can conclude that one can not generalize the different programs, work towards a more equal education should be specialized depending on what program you are focusing on. One specific student, who in comparison with the other seemed more gender aware on a general level, wanted to see a change on a larger scale, including all the organs in the University. She thought of the University as a very old and patriarchal power structure. The students interviewed seems to be aware that other students, and LTH in some extent, are doing things towards a more equal

university, even thou they might be rather small things. We think that if the work towards a more equal education shall have a greater impact, the gender perspective needs to be integrated more into the teaching, through the teachers and the courses in general.

As mentioned in the history of gender in science, the integration of gender awareness in science has brought new ways of thinking on very deeply rooted knowledge and through a more gender aware and equal University these new visions within science could evolve even more.

Bibliography

- [1] Studiemiljöer vid Lunds universitet - en undersökning ur ett psykosocialt perspektiv, Rapport nr 2005:236
- [2] Strategisk Plan 2012-2016 / Strategic Plan 2012-2016 URL: http://www.lth.se/anstalld/strategic_plan/ (Accessed: 20th of Nov)
- [3] World University Rankings 2012-2013 URL: <http://www.timeshighereducation.co.uk/world-university-rankings/2012-13/world-ranking> (Accessed: 20th of Nov)
- [4] Lunds Universitets Allmänna värdegrund - URL: <http://www4.lu.se/o.o.i.s/3046> (Accessed: 20th of Nov)
- [5] Gender Equality Policy 2007-2010, Faculty of Engineering, Lund University, 25 October 2006
- [6] The Nature of Gender, viewed 2012-11-22: http://www.northeastern.edu/womensstudies/graduate/courses/course_material/men_women_social/documents/Udry_Nature_of_Gender.pdf
- [7] Schiebinger, Londa. Has feminism changed science? Harvard University Press, 1999.

Appendix A

Interview

A.1 Male studying Information and Communication, 2008 (1)

1. It Depends on what courses you are reading at the moment and how important you think the subject is, motivation is also a big factor. Especially in periods of incoming exams and if there are many hand ins at the same time during the same week.
2. I think my program is more masculin. It doesn't have to be. The work field that we are going to work with is more man populated, why, I don't know.
3. I think that we can not change it. It has to be changed during time. It needs more women to the program. I don't think it matter, but it is funnier to work with mixed genders, it gives you more perspective. But, it doesn't matter actually.
4. Yeah, there is some kind of competition, but you don't have to compete if you don't feel to. Depends on how much you have to "hävda" sej själv.
5. I prefer working with mixed groups, as I said, it gives perspective.
6. I have worked with people that could be classified minorities, for example exchange students. I have worked with some Danish people, Indian people, second generation immigrants, many times.

7. I have not been offended by my gender. When teachers try to focus on that you have to have mixed groups, you fail, forcedly mixing genders in groups are wrong, since you put the focus on the wrong place.
8. No, I have not. We have a good atmosphere on our program.
9. Yeah, I cannot point out on what, but I have thought about it. For example, when teachers try to group more mixed gender.
10. We need more women women on LTH, that is the problem. And I think that we don't know how. We want to keep the current group, and at the same time get more women. We have förenings activity, grouping women in D-chip, Flickor på teknik, I think that segregates the women. I think its weird since it doesn't change anything. It just gets the girls to have more sammanhållning, you don't improve the gender view.

A.2 Male studying Information and Communication, 2008 (2)

1. I think its works well. I feel that you can handle it good, and you actually don't have any problem having time doing stuff, it depends on your self.
2. I think it is more masculine, it is more technical. And my experience is that technical stuff is more masculine, since, it is more men on LTH, and that seems to change right now.
3. I think we can change the general view. It is a new program, about 10 years old, and it is not defined if it is masculine or feminine. Having more female teachers could change it. We had for example a man in programming and the second one we had a female that was good.
4. I don't think its competitive, its easy. Many have failed, so I don't feel any competition.
5. I don't care if it is mixed or not. It depends on the person, not the gender. I treat everyone the same way, I don't care if it is more women in the group, I joke in the same way, and act in the same way.
6. Yeah, I have worked with minorities. For example foreigners and immigrants, both second generation, exchange students a second generation immigrants.

7. No. Depends if you take the criticism, someone have said stuff that I could think of that way, but no, I don't think so.
8. Nope, again.
9. No, I have not experienced anything that have to do with a more equal place for students.
10. More equality among teachers, if there are more women working as doctors and professors, women will see that women DO work with technical education, the interest will get higher.

A.3 Female studying Industrial Economy, 2010

1. It is pretty intensive, we read a lot of stuff from different sections of LTH to get a broad understanding of everything. Mathematics and specially programming have been hard.
2. It depends what subjects we are reading. When working with mechanics and other stuff that have a majority of men, I feel the gender pressure. In other subjects such as economic courses, I don't think of it, so I guess it is gender neutral in some ways.
3. I don't know, I haven't reflected on it. Maybe have a better balance between the genders when it comes to teachers and tutors.
4. I have spoken to other people in other programs and from what I feel it's more competitive. Maybe more among the girls, or we express it in other ways atleast. Some guys just want to show off with that they are cool, but in reality, they are not.
5. I really don't care. I think that the best outcome has been with groups of only girls, but I have not reflected on it. I like working in mixed groups also.
6. Yeah, some exchange students and of course immigrants and second generation immigrants.
7. In some of the more technical courses such as mechanics and physics, I have felt some kind of tone towards girls, but chosen to ignore it.

8. No, not really. There is of course some kind joking among people in gender discussion, but not that I have been offended by it.
9. No, I have not. I think that when it comes to be active in different associations girls at I tend to be very active and fronts the program very good.
10. No, I don't know. Maybe have some information regarding this and where to turn if you have issues with discrimination regarding gender issues.

A.4 Female studying Computer Science, 2008

1. Occasionally hard but it is possible to adjust the work load.
2. Masculine, IT has and will probably continue to be masculine for a while longer.
3. Yes, there are networks suited for women in the IT industry and those who have interest such as DataTjej och Flickor på teknis. If it's possible to broaden the target audience and the publicity so it will gradually recruit new female students.
4. Since the program is very small there is a familiar feeling in the class which leads to a uncompetitive atmosphere.
5. I usually work with people with similar schedule and I know I can work well with regardless of gender.
6. No.
7. No.
8. There are times were i feel that I'm not been taken seriously because of my gender but never offended.
9. Yes, Kåren have compounds for HBTQ persons and the registry at Datateknik/InfoCom and Elektroteknik sponsors activities for the girl compound such as a welcome lunch for the female students or contributions to the entry fee at DataTjej.
10. Promote their work more, I think every program at LTH have the possibility to get sponsored activities to promote activities for a minority of students according to gender or religion.

A.5 Female studying Environmental Engineering, 2007

1. OK. To much chemistry, I don't like that. A lot the first three years, and after that it got easier.
2. Its feminine. Because the majority is women. And its not a lot of typical subjects with mathematics, large machine and bridges and other "macho stuff". It just feels like some subjects are feminine.
3. I don't think there is a problem with the general view, we are a majority women.
4. It's not competitive, because people are not here to make money, but because you are trying to do something for the world, I think, and I hope most scientists are.
5. It doesn't matter, but I've usually worked with girls. Sometimes we don't choose, but it actually doesn't matter.
6. No, I have not worked with anyone classified as a minority.
7. No, but I know others that have been. It was a friend she got questioned out during a lecture, but she couldn't answer, by a teacher that she "should know that kinda stuff".
8. No, I have not been offended by a fellow student.
9. We have JÄMU on our section, but I don't know how much they do about it. They had a lecture recently, but I didn't like it.
10. I think it is good as it is at the moment.

A.6 Male studying Environmental Engineering, 2008

1. Generally lower than the other programs (I think), if you sum up our courses they tend to focus more on group works. The subject of our program controls how the courses are formed I think. With environmental problems you tend to work on a municipal level, you are often the link between society, politicians and engineers.

2. I know about the gender distribution at my program, its quite obvious. 60-70 percent girls I think. But I still consider the program gender neutral, I think, I don't really understand the question.
3. Yes definitely, and I think it changes over time as well. How you front the program at the homepage and the general reputation and the general prejudice about the program, especially those at campus/LTH.
4. From my perspective, the program is rather uncompetitive compared to what friends that study on other programs talks about. The small classes, the amount of group-work and the general atmosphere contributes to that.
5. No, that doesn't matter at all
6. Yes, well I think so, female exchange student from the Arabic world i.e.
7. No.
8. No, not offended or discriminated but perhaps treated in a different way, but I mean, people in general treat different people differently
9. Yes, I was in Jämlikhetsutskottet at my program during my second year. I also know there is a gender-course at LTH for all programs.
10. Yes, the teachers, teaching and courses should try to integrate it more, how that is to be done I don't know.

A.7 Female studying Environmental Engineering, 2008

1. Intermediate, "överkomligt".
2. Gender neutral, because of the gender distribution at the program. People working with environment overall have a good gender distribution. There is no gender norm regarding the work within the environmental sector I believe. It is quite a modern field of work, which could contribute to that there is no gender norm, contrary to other programs and their respective work field.
3. Yes, it is always possible, not very much needed at the program where I am studying.

4. Rather incompetent atmosphere, but that might differ from person to person. My program seems more incompetent than the others. There is no race at my program even if people are ambitious.
5. I prefer 50/50 because it is quite comfortable and balanced. Tend to create a relaxed environment to work in.
6. Yes, female exchange student in a technical course i.e.
7. No, not because of the gender.
8. Those things are subtle and part of the norm..hard to tell. Cant think of anything related to school.
9. Jämlikhetsutskottet på TLTH and the programs respective genderorgans. Queer-pub at LTH this term. Lunchföredrag about gender and climate that W-jämu arranged 4/12-2012. Mentorship program on water resource master students, I was elected partly because of gender, the teacher was genderaware in her choice of mentors.
10. The things done today are very small, and mostly driven by students. I would like to see a bigger change on University levels in all the working organs, among the ones making the decisions. LU is very patriarchal overall it seems to me. Very old power structure.

A.8 Male studying Mechanical Engineering, 2010

1. Its a bit more than environmental engineering for example, which I used to study (joined there 08). But since I like this more, it doesnt matter that the workload is a bit heavier.
2. I have not thought about that, but I guess it is the most masculine engineering education at LTH. Machines, engineers and such are masculine.
3. Yes, perhaps if there would be more female teaches and students the atmosphere would change.
4. Incompetitive, atleast what I experience. We help eachother out much.
5. Yes a bit, or atleast thats what im use to. I dont mind working with girls, not like that, but too many girls tend to create an atmosphere that I find hard getting things done in.

6. Yes, but not here at mechanical engineering, back at environmental engineering.
7. No.
8. No.
9. Hmmm not really. They have a queer-pub somewhere at LTH, but I havnt been there.
10. I really dont know how you could get more women into LTH..maybe if you change the public image of engineering in society and more information through highschool.

A.9 Female studying Mechanical Engineering, 2010

1. Atleast these three first years have been quite intense, especially this semester (HT13), the autumn in the third year.
2. Well, it is quite masculine to be frank, machines and lots of men.
3. Maybe..with a more gender equal distribution perhaps the general view would change.
4. That I think can differ from groups to groups, from classes to classes and from programs to programs. In my clique of fellow female students in my class we are quite ambitious and sometimes competetive. I dont notice the same thing when I hang out with my male friends thou.
5. I prefer when there is close to equal proportions in the group. But I can make do when its not, and thats quite often. The work environment change, but one learn to work in those combinations aswell.
6. Not that I can think of.
7. No.
8. No.
9. There is a queer-pub this semester, and they have a jämlikhetsutskott at TLTH.
10. Yes, perhaps if you could educate the teachers in some way, I dunno. Is it really needed that much?

A.10 Male studying Civil Engineering, 2009

1. I've just started my fourth year and the workload is a lot less than the previous three years. Overall I would say it has been moderate, pretty much compared to perhaps studying economics and such but I guess less than perhaps law or medicine. Or atleast it is a different kind of work, more problem based.
2. I dont know, there are a lot more men studying my program but the subject itself should be gender neutral, or so it seems to me. But maybe historically civil engineering has been a work dominated by men and I guess that lives on.
3. If the gender distribution change the general view will change. But I dont think the distribution will change, or atleast it will change very slowly.
4. It has been rather incompetitive so far, but getting a degree-project in the 5th year could get competitive, or atleast so I've heard from fellow students.
5. I have not thought about that. A mixture of male and females tend to be good. If there is only male students in a group you tend to not get things done until very late.
6. Yes, I have had groupwork with a female student from Iran, if that counts as a minority.
7. No, never.
8. No.
9. Not that I can think of. I dont really know if the teachers are gender aware or not, I have not thought about it.
10. If there is a problem I guess they would improve their efforts towards solving it, but I have not heard of such a problem. Male and females tend to choose different studies, I dont see the problem.