



Observatori per  
a la **Igualtat** UAB

# Gender Equality in Academia

## Gender dimension in research

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University of Edinburgh

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THERACAT Project



# Presentation

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# Objectives



- To know the fundamental concepts about the sex-gender system and gender equality rights
- To be aware of gender barriers and gender discrimination in the professional careers
- To develop the capacity of critical view of the androcentric bias and gender assumptions in science and research, including health and biology fields.
- To understand the meaning of the inclusion of sex and gender analysis in research, following the recommendations of Horizon 2020, Gender Toolkit and Gendered Innovations project.



# 2. Training session

## 2. Training session

- 1 – Introducing sex-gender concepts
- 2 – Gender inequalities in the professional career
- 3 – Sex/Gender dimension the research



# Sex

- Sex “is a **biological quality or classification of sexually-reproducing organisms**, generally female, male and/or intersex, according to functions that derive from the chromosomal complement, reproductive organs, or specific hormones or environmental factors that affect the expression of phenotypic traits that are strongly associated with females or males within a given species. (Wallen, 2009 in GenderNet Report, 2016: 10)
- Sex includes biological differences and variations (hormonal, genetic and morphological) between women, men or intersex individuals (Gendered Innovations) that are not always permanent nor stable (Butler, 1999).



# Gender

- The gender perspective takes **gender** as a key analytic concept, and as a socio-cultural historic construction which serves as a principle governing the **unequal access of men and women to resources (material, ideological and symbolic)** that creates a **hierarchy** (Héritier, 1996:23) or **principle of domination** (Bourdieu, 1998) between women and men and between everything that each context defines as masculine or feminine, by reinforcing and being structured on other inequalities and hierarchies [race, ethnic origin, age, social class, disabilities... etc.]
- **Power relations** are an intrinsic part of the gender system, "a primary camp where or because of which power is articulated" (Scott, 1996: 46).



# Gender

- Lourdes Benería (1987 in Casares, 2008: 40) also defines the concept of gender:
  - “The concept of gender can be defined as the combination of beliefs, personal traits, attitudes, feelings, values, behaviours and activities which differentiate men and women because of a process of social construction composed of several characteristics. In the first place, it is a **historical process** developed at different levels, such as the state, the work market, schools, mass media, the law, families and via interpersonal relationships. Secondly, this process **organises a hierarchy of the traits and activities**, in which the masculine are conferred a higher value (1987: 46 a Casares, 2008: 40).



# Sex-gender system

- **Sexuality** is a key concept to define gender, since **heterosexual marriages** and **heterosexuality** represent the ideal model of a sex-gender system in many societies. (Rubin, 1986 [1975]: 114).
- “Gender is not only identification to one sex: it also involves **having sexual desire to the other sex**. Removing the homosexual component from human sexuality, and therefore its corollary, **the oppression of homosexual individuals** is a product of the same system whose rules and relationships oppress women”. (Rubin, 1986: 115)





# Gender

- Gender is a **view of the world and the social order**, an “immense symbolic machinery that tends to ratify the male domination in which it stands” (Bourdieu, 1998) that includes:
  - Sexual division of labour
  - Time structure, space distribution, comprehension of nature and its interaction with society and culture
  - Vision of the body and of all biological functions
  - Regulation of sexuality and sexual reproduction
  - Types and functions of families
  - Individual and group identity

# Sexual division of labour

<b>Reproduction / Care/ Domestic work/ Feminine sphere /Private sphere</b>	<b>Production/ Provision/ Paid work / Masculine sphere /Public sphere</b>
<p>Less value and prestige</p>	<p>More value and prestige</p>
<p>Care of all family members            Work as a second activity            Paid work in care areas / Segregation /            Unemployment / Double work.</p>	<p>Male breadwinner / Work as principal activity            Best positions / Segregation (non-care activities)            Better paid and less unemployment.            Less participation in domestic and care work.</p>
<p>Socialization, gender roles, dispositions, behaviours, sexual desires as heterosexual women.            Feminine stereotypes: passive, submission, care, no action, softness, less initiative, nature, instinct.            Less talent / talent by work (dedication)            Double expectations: family and work</p>	<p>Socialization, gender roles, dispositions, behaviours, sexual desire as heterosexual men.            Masculine stereotypes: active, non-care, initiative, knowledge/culture, individualism, rationality. Natural talent            One expectation: work as a main activity</p>
<p>Internalisation of “feminine position” as an object of desire, acceptance of subordination and relations of domination.</p>	<p>Internalisation of masculine position, as a subject and internalisation relations of domination.</p>
<p>Control of bodies, sexualities, spaces. Punishment and criminalisation of “non appropriate” behaviours or identities</p>	
<p>Production of Inequalities (unequal access to resources) Power and hierarchy.            Gender violence. Machismo.</p>	
<p>Ma Jesús Izquierdo (2012, 2017), Sherry Ortner (1974), Gayle Rubin (1986 [1975]), Bourdieu (1998),</p>	



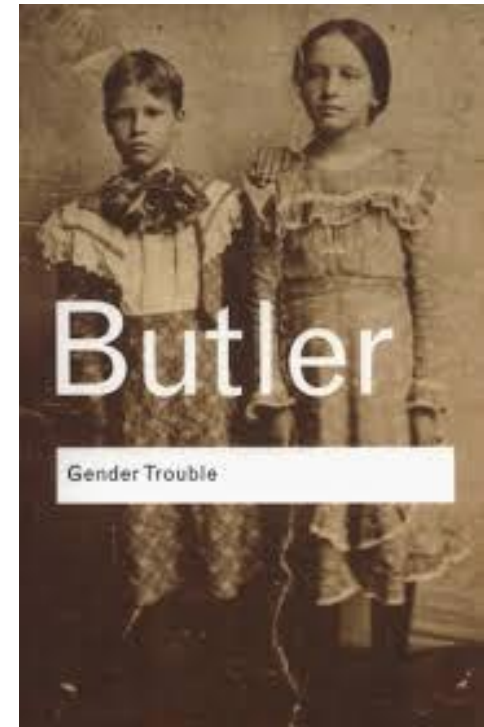
# Judith Butler and Queer Theory

Gender is performative, we are always doing gender, in every speech, in every act of our lives, in a “regulated process of repetition” (145)

Distinction between sex and gender doesn't exist. Sex is not pre-existing to gender.

Parody is a subversive act. What's real and what's parody, the gender identities?

**Queer Theory.** New critical theory and social and political movement of non-binary people. Experiences of oppression and empowerment in heteronormative framework.



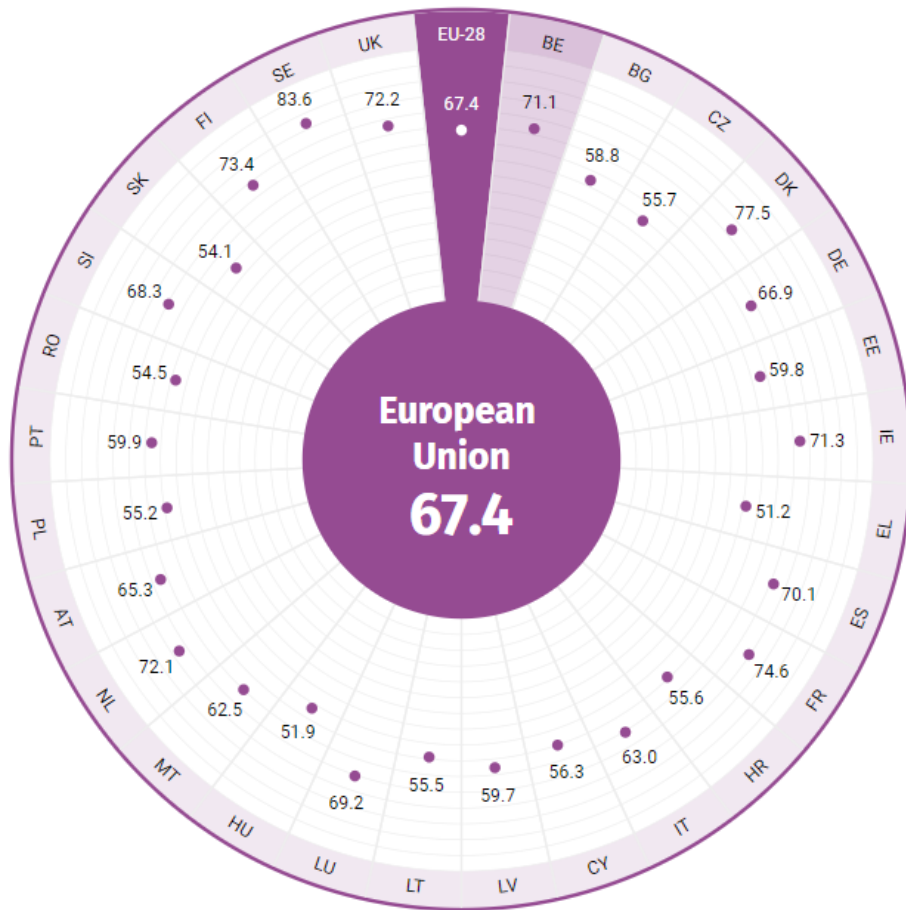


# Patriarchy

- Patriarchal relationships in industrial societies are built and maintained due to six structures that can be analysed separately:
  - 1) Domestic production (men take over the value of unpaid domestic work)
  - 2) Patriarchal relationships in paid work (women are pushed to the worst paid jobs)
  - 3) Patriarchal relationships in the State (men dominate institutions and draft disadvantageous legislation for women)
  - 4) Gender-based violence
  - 5) Patriarchal relationships in sexuality (men control feminine bodies)
  - 6) Patriarchal relationships in cultural institutions (men dominate both the production and the representations of women)


Theorising patriarchy (Silvia Walby, 1990) (summarised by McDowell, 2000: 33)

# Index score for European Union for 2019



 The data for 2019 Index is from 2017



See EU-28's performance in work-life balance 

- <https://eige.europa.eu/gender-equality-index/2019/ES>



# Interseccionalitat

- Priorisation of gender as a variable and forgetting other inequalities may cause new exclusions (Carby, 1982) as reported by black feminists.
- It talks about “**oppression matrix**” and simultaneity of **privilege and oppression positions**. “Depending on the context, an individual may be an oppressor, a member of an oppressed group, or simultaneously oppressor and oppressed”. (Collins, 1990: p. 225 in Thornon, B. & Kohlman, M., 2012: 155)



# Key concepts

## **Androcentrism**

Granting men and their point of view a central position assumes that the problems and phenomena that only affect them are typical of the entire population, men and women alike.

## **Gender bias in research**

- The first gender bias in Sciences is to believe in the wrong assumption that women and men are equal (by adopting men as universal) (Caprile et al. 2012)



# Key concepts

- **Equality between women and men**

“Equal rights, responsibilities and opportunities for women and men and boys and girls. Equality does not mean that women and men are the same, but that their rights, responsibilities and opportunities **should not depend on whether they are men or women**. Gender equality means that the **interests, needs and priorities of both, men and women are considered, by recognising the diversity of women and men**. (...) Equality between women and men is understood as a human right, a precondition and an indicator for sustainable development focused in people (EC-Gendernet Report, 2016: 11)





# Key concepts

- **Sexism**

“Prejudice or discrimination based on sex and gender, specially against women and girls, based on the belief that one sex is superior to the other. Includes oppression of any sex, including men and boys, intersexual people, and transgender people” (Encyclopedia Britannica)



# Key concepts

- **Sex Direct discrimination**

Where a person is treated less favourably because of his or her sex.

- **Sex Indirect discrimination**

Where a law, regulation, policy or practice, which is apparently neutral, has a disproportionate adverse impact on the members of one sex, unless the difference in treatment can be justified by objective factors (Council Directive 76/207/EEC of 9 February 1976, OJ L 39, 14.2.1976).

<https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/indirect-discrimination>



# Key concepts

- **Gender stereotypes**
  - “Gender stereotypes reflect the **normative notions** on ‘the feminine’ and ‘the masculine’, ‘women’ and ‘men’ (...)
  - “They tend to **simplify feminine and masculine to binary opposites** (for example emotional versus rational), by omitting the existing complexity and diversity when conducting empirical analysis of real people and their practices.” (...)
  - “Nevertheless, gender stereotypes are deep-seated in social institutions and in society in general.” (Caprile et al., 2012: 6)



# Key concepts

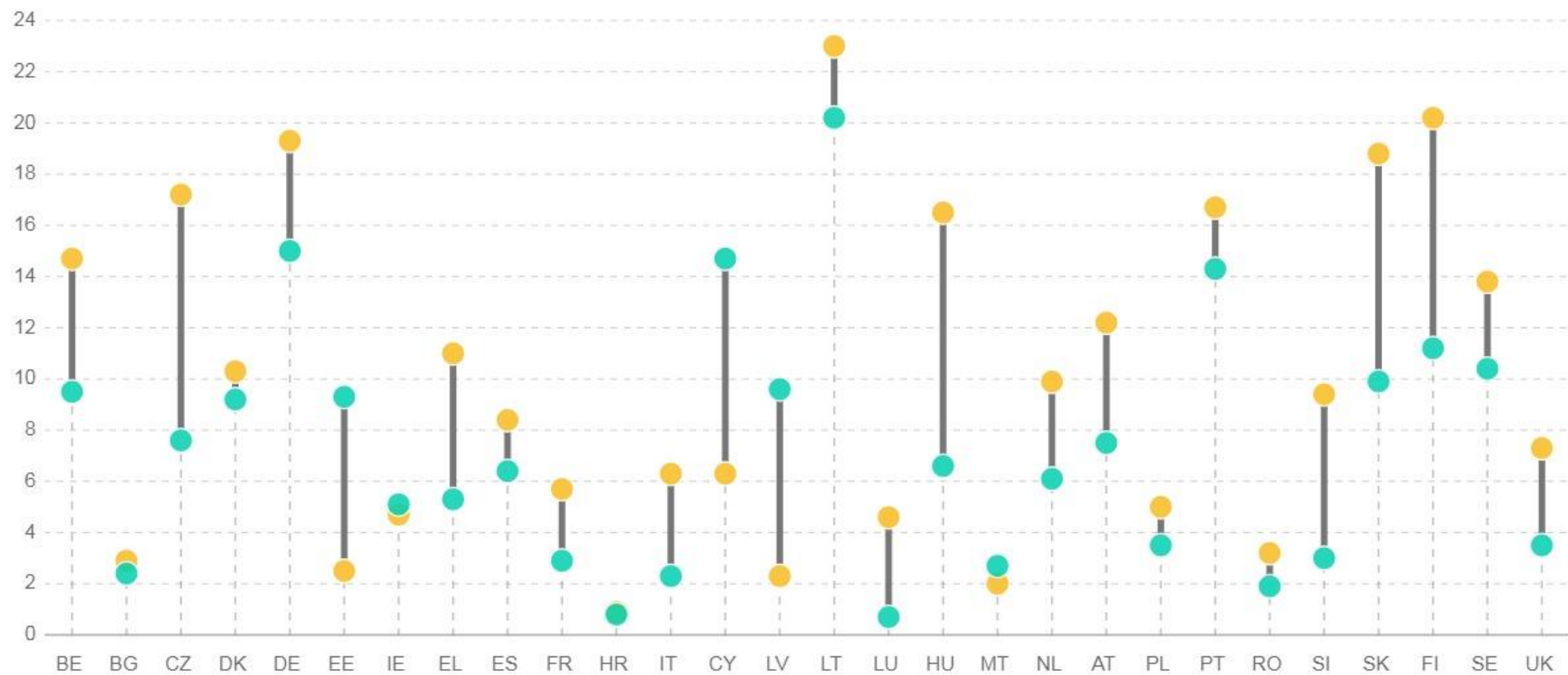
- **Gender blindness**
- “Gender blindness consists of not considering the gender dimension as a significant category to address and interpret research problems. Such omission tends to be the consequence of a lack of training or awareness on gender (García Calvente et al., 2010). Sometimes an alleged gender neutrality may be hiding gender blindness. (Caprile et al., 2012: 6)

# LGBT discrimination at work (FRA, 2014)

- **Discrimination on grounds of sexual orientation is prohibited** by Employment Equality Directive (2000/78/EC) and Gender Equality Directive (2006/54/EC)
- 19% of respondents felt discriminated at the workplace one year before the survey, 13% felt discriminated when looking for a job (30% in the case of transgender people)
- 40% of respondents with a paid job during the five years have experienced negative comments or behaviour at work because of being LGBT.

EU LGBT Survey, FRA (European Union Agency for Fundamental Rights).

# Precarious working contracts of researchers in the Higher Education Sector (HES) out of total researcher population, by sex, 2012. EIGE (2018).



EIGE's Gender Statistics Database - Indicator: Precarious working contracts of researchers in the Higher Education Sector (HES) out of total researcher population, by sex, 2012

Source: European Institute for Gender Equality.

LAST UPDATE ON: 02.05.2018

# She Figures, 2018.



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- Proportion of women among doctoral graduates increased from 45,9 (2007) to 47,9 (2016). EU-28
- Proportion of women researchers, in 2015, were still low, 33,4%
- 42.5% of women researchers works in HE, 42,1% government sector and **20,2% in the business enterprise sector.**
- Women working as researchers are better represented in the field of medical science, over **40%.**

# She Figures, 2018.



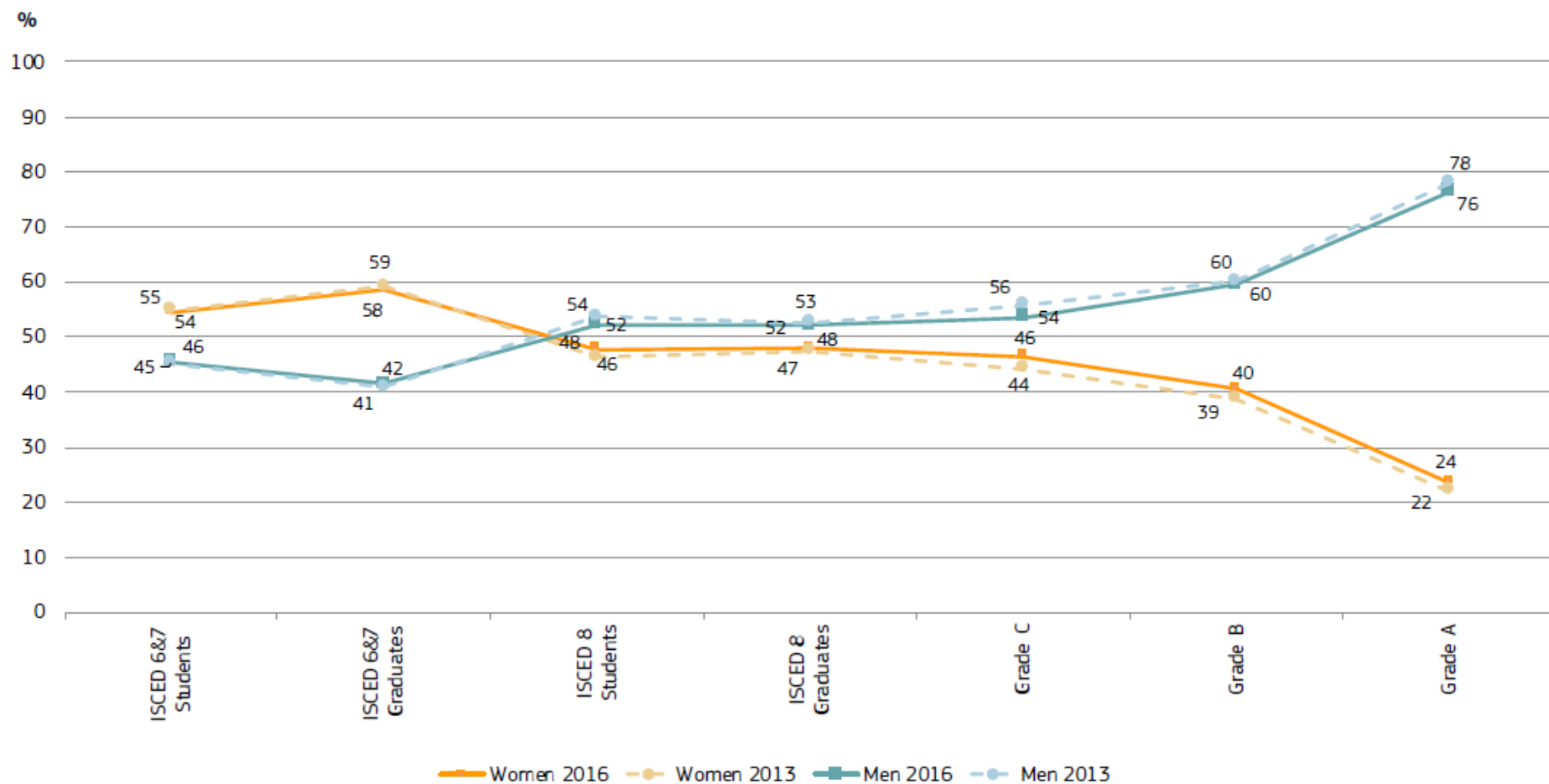
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- Researchers working **part time**: 13% women / 8 % men (2016)
- **Precarious contracts**: 8,1 % women / 5,2% men. (2016)
- Women earned on average 17% less than their male colleagues (2014)
- While 7,4 % of academic staff women were grade A, the percentage of men was 16,7 %
- Women made up 27% on board members in the EU in 2017.



# She Figures, 2018 (Eurostat Data, 2012-2016)

**Figure 6.1** Proportion (%) of men and women in a typical academic career, students and academic staff, EU-28, 2013-2016

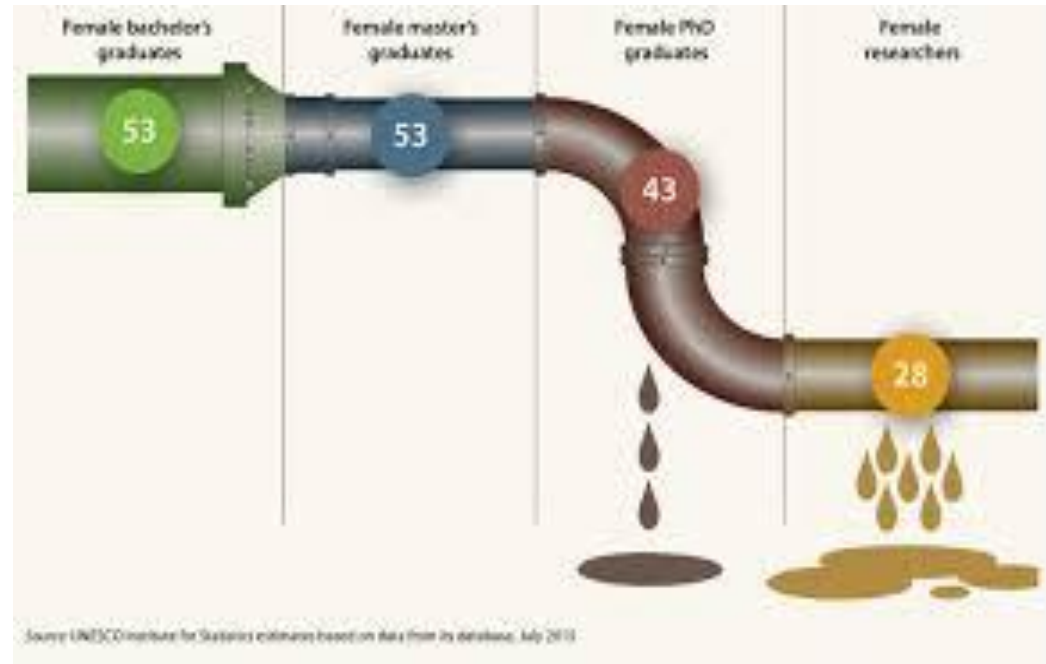


# Gender Bias in Academia



## Leaky Pipeline Metaphor (Sue Berriman, 1983)

“(...) further along the pipeline one looks, the fewer women one finds.” (Addis, 2010)



# Gender Bias in Academia



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## Glass ceiling

“Artificial impediments and invisible barriers that militate against women’s access to top decision-making and managerial positions in an organisation (public or private)” (EIGE, 2020)



# Gender Bias in Academia



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## Gender Pay Gap

- Differences in remuneration for the same or similar work
- Caused by the unequal distributions of positions in the institution and different types of contracts.
- Assumption that women are not the breadwinners of the family.



Theconversation.com

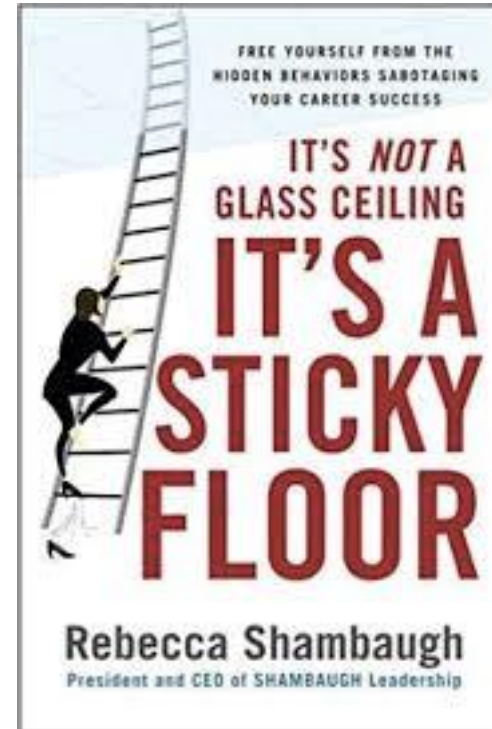
# Gender Bias in Academia



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## Sticky floor metaphor

Expression used as a metaphor to point a discriminatory employment pattern that keeps workers, mainly women, in the lower ranks of the job scale, with low mobility and invisible barriers to career advancement. (EIGE, 2019)



## **The Matthew Effect (Robert Merton and Harriet Zuckerman, 1968)**

“For to all those who have, more will be given, and they will have an abundance; but from those who have nothing, even what they have will be taken away” (Matthew 25:29, New Revised Standard Version).” (Addis, 2010:16)

## **The Matilda Effect (Rossiter, 1993)**

“achievements of female researchers are frequently attributed to their male colleagues or otherwise minimized and underestimated. (Rossiter, 1993; Stamhuis, 1995) as reported in Addis and Brouns, 2004 (p. 19)”

# Gender bias in academia (Addis, 2010)

- **Homosociability, social capital and honour**
  - Comfort with others who are like you, with similar social group or similar background. (Burton, 1991 in Addis, 2010:33).
  - Strategy to preserve male dominance by excluding women from centres of power (Reskin, 1988 in Addis, 2010:34).

# Gender bias in academia (Addis, 2010)

- The “**old boy club**”. Male homosociability and old boy networks and informal clubs or meetings (Addis, 2010:33).
- Directors (men) are recruited (by men) from a small group of White males. (Study of boards composition of Westphal & Zajak, 1995, in Adis, 2010:34)
- Honour: An honourable man fights against a man, this increases their sense of honour. The winner in a competition between two men gains more honour. (in informal interactions or seminars, men only interact with other men) (Adis, 2010:31-32)



# Gender bias in academia (Addis, 2010)

- **Gatekeeping and co-optation**

- The gatekeeper is the person who decides what shall pass through each gate section. (Lewin, 1947 in Addis, 2010:36)
- Weneras and Wold (1997), in a study in Sweden about selection of postdoctoral fellowship proved that “Swedish MRC evaluated applicant according: **scientific productivity, contact with evaluator and gender.** (in Addis, 2010:36)
- Omnipresence of men in editorial boards of 36 economic journals and segregation in “soft” journals. Research of Addis and Vila (Addis, 2010: 38)

# Gender bias in academia (LERU,2018)

- Recommendations (LERU, 2018:17-18)
  - Fully transparent application and selection procedures
  - Gender bias in language
  - Using partially anonymised CV evaluation
  - Women candidates will be encouraged to apply
  - Gender bias training to the selection committees and training for leadership
  - Monitor precarious work contracts and gender pay gap in the institution
  - Support to reconcile careers with their private responsibilities
  - Gender Equality Action Plans



PUSHING  
THE FRONTIERS  
OF INNOVATIVE  
RESEARCH

ADVICE PAPER  
NO.23 - JANUARY 2018

## Implicit bias in academia:

A challenge to the meritocratic principle and to women's careers –  
And what to do about it

- Work-life balance
  - “Compensate the parental leave, by extending fixed-term positions or calculating the leave administratively as active service” (LERU, 2018:19)
  - Family-friendly programs and Child Day Care Facilities (GARCIA Project, 2015)
  - Financial support for academic and post-doc staff with family responsibilities (GARCIA, 2015)
- Care in the academia and research
  - Ethics of care vs concept of autonomy. Interdependency and vulnerability (Tronto, J. in Conesa, E. 2019)
  - Privileged irresponsibility (Conesa, E. 2019)
  - Slow science: time and space to care, to think.



# Recruitment bias in research institutes

- **Recruitment bias in Research institutes. Video CERCA (Centres de Recerca de Catalunya)**  
<https://www.youtube.com/watch?v=g978T58gELo>

