

Gender and Academic Careers

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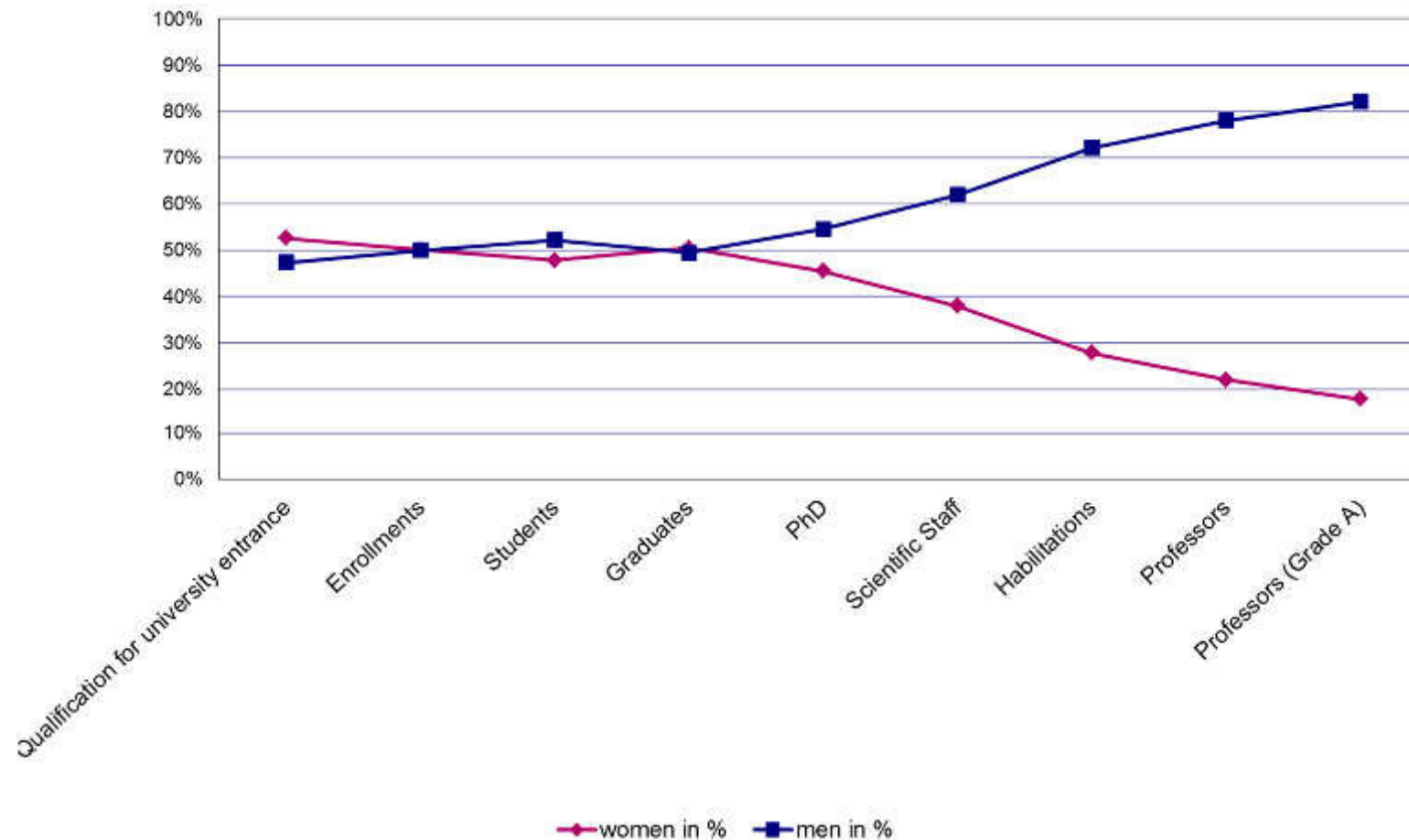
Summer School in Higher Education Research and
Science Studies

Hannover, 07.09.2016

9:00	Introduction: Speakers and schedule
9:10	<p>Input:</p> <ul style="list-style-type: none"> • Current research issues • Monitoring, Gender Statistics and Gender Indicators • Gendered Careers in Academia. Segregation in disciplinary perspective • Impact of the transformation of universities on gender relations and gender equality policies <p>With time to discuss questions</p>
10:10	Individual work: to bring gender in
10:30	Coffee break
11:00	Group work: broadening perspectives
12:00	Plenary discussion

1. Monitoring, Gender Statistics and Gender Indicators

Participation of women and men in an academic career, Germany 2014



Sex-disaggregated data

- Existing data / indicators collected and tabulated separately for women and men
 - Inequalities become visible
 - Limited information
 - Possible gender bias by data collection
- “sex counting” / “body counting”
 - Risk of binary and essentialist gender concepts
 - Neglect social construction of gender

(Pimminger / Wroblewski 2016; Striedinger et al. 2016)

Gender indicators

- ✓ Theory-driven: based on gender theory and knowledge about gender relations
- ✓ Explain underlying assumptions about gender and gender relations
- ✓ Concepts to answer questions of “why”

(Pimminger / Wroblewski 2016; Projektgruppe Indikatorenmodell 2014)

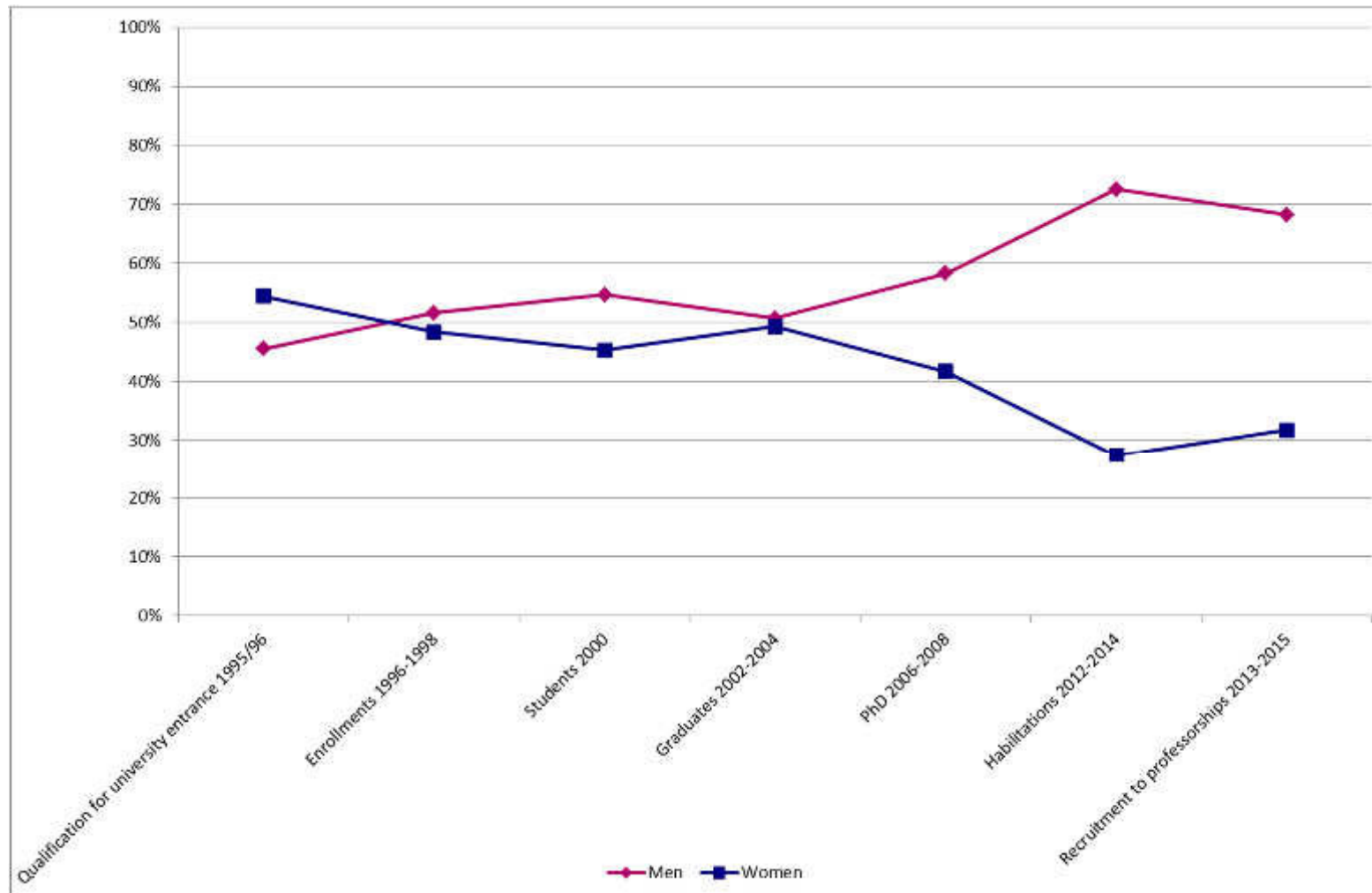
Gender equality indicators

- ✓ Reference point: gender equality
- ✓ Needs concept of “gender equality”
- ➔ Most indicators used don’t meet these requirements
 - No explicit gender theory
 - No explicit concept of gender equality

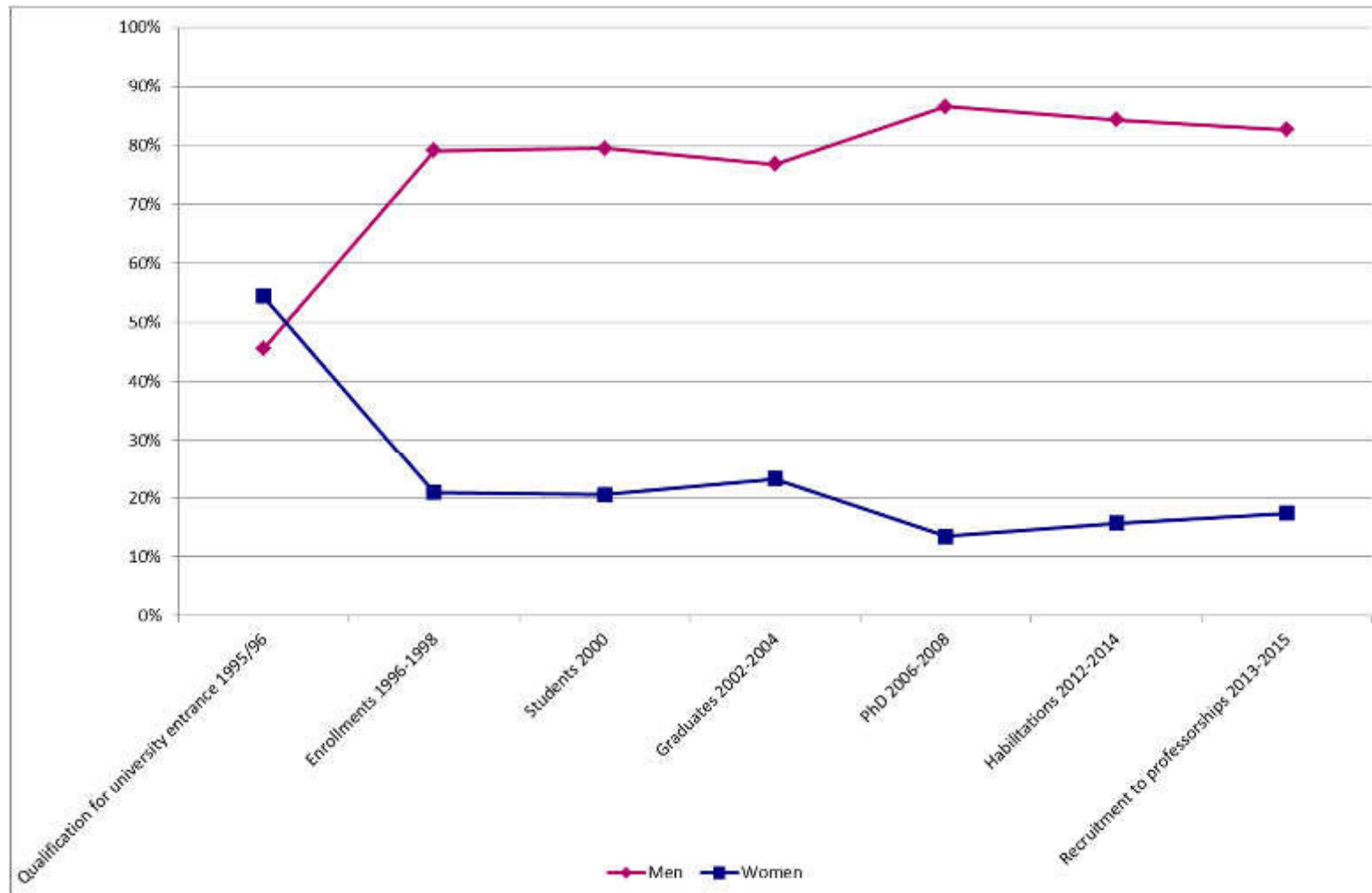
Implicit assumptions

- ✓ Under-representation of women
- ✓ Vertical segregation
- ✓ Leaky pipeline
- ✓ Equity (50:50)

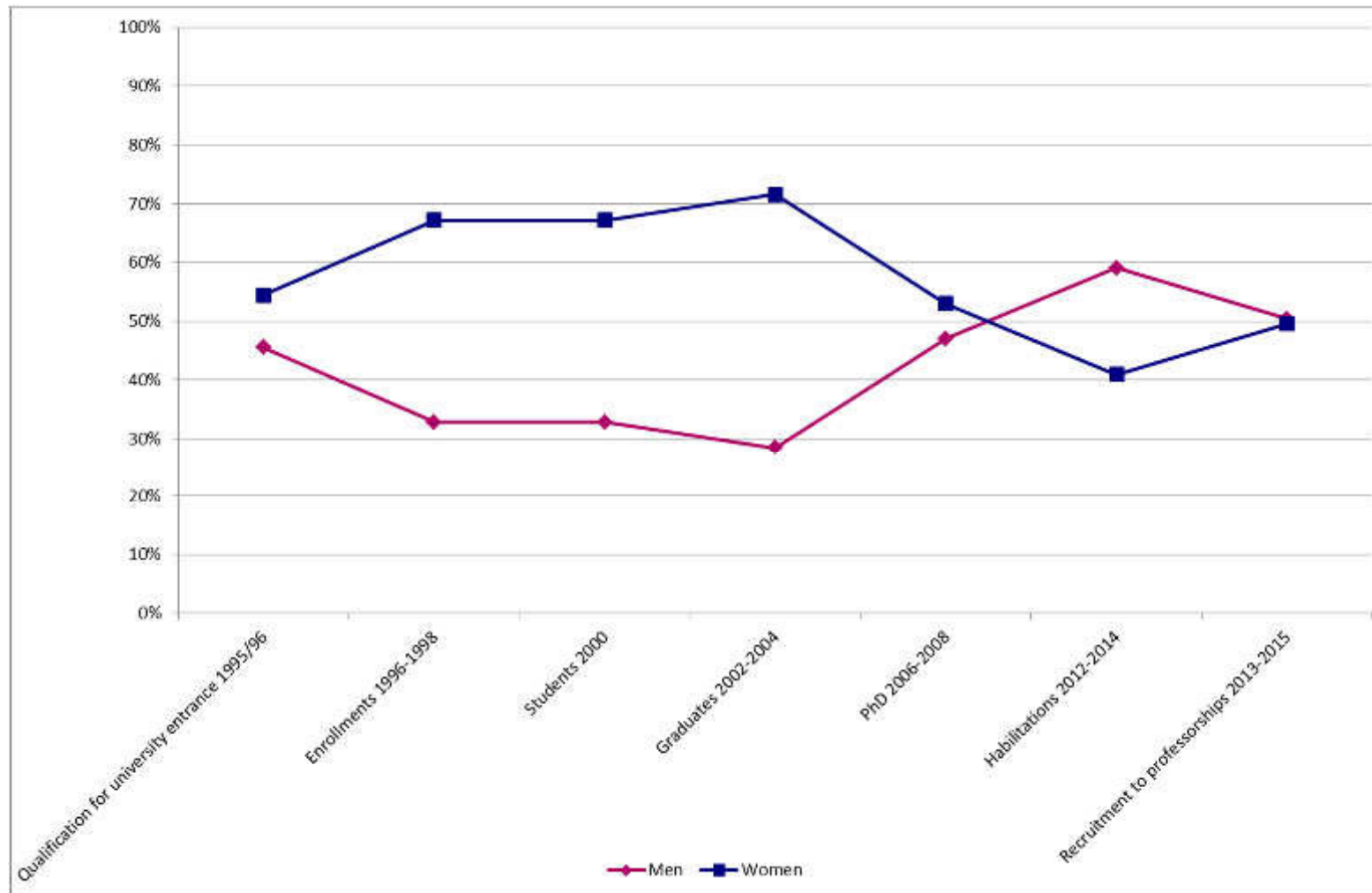
Retrospective qualification paths, 1996-2015



Retrospective qualification paths, 1996-2015, engineering



Retrospective qualification paths, 1996-2015, humanities



2. Gendered Careers in Academia – Constructing the object of investigation

Gendered Careers in Academia

- Universalism and power structures
- Vertical and horizontal segregation by gender
 - trajectories and career success
 - disciplinary aspects and gender order
- Work cultures and symbolic practices
- Construction of excellence

Universalism and power structures

„Gender shapes participation, location, rank and performance in science. (...) Because science is a source of power and is characterized by such gender divisions and hierarchies (...) it *exemplifies* gendered relations. Owing to its powerful domains, science not only reflects, but also serves to *expand* gender stratification in society.”

(Mary Frank Fox 2006)

Vertical and horizontal segregation

Vertical segregation

Women underrepresented
in top positions

Part time and fix-termed positions
more frequently occupied by women

Elite positions occupied by men

bears comparison in european context

Horizontal segregation

‚feminized‘ fields of study

‚masculinized‘ fields of study

differs in international comparison

Vertical segregation: Do babies matter?

Mason, Wolfinger & Goulden (2013)

“The life course, with its focus on the sequencing of transitions, is a better conceptual tool for understanding women’s academic careers than is the pipeline.”

(Wolfinger/Mason/Goulden 2006: 13)

Men

- if they leave the academic track after PhD, return is unlikely
- if they stay, they prefer ladder rank positions

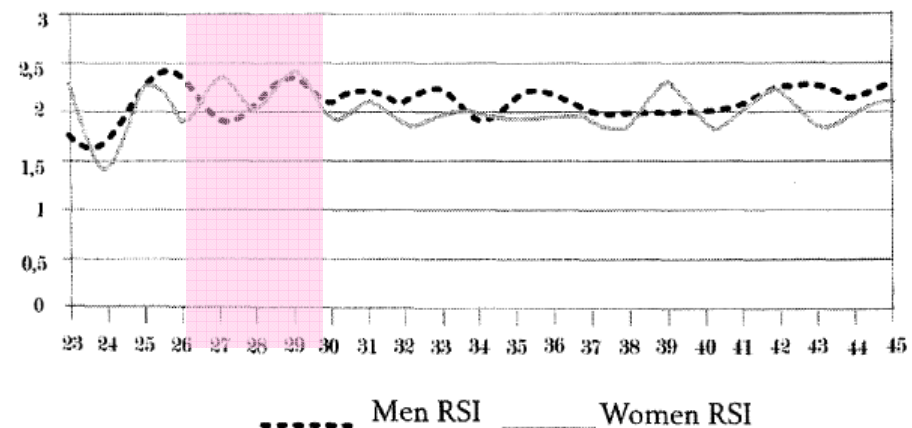
Women

- if they leave, they are more likely to return
- if they stay in academia, they tend to stay in lower ranks

Blind spots of academic trajectories

Ramos, Cortés & Moreno (2015)

“An evaluation of the previous six years, which is the most common practice in scientific competition, is as arbitrary as it is uncertain based on the wavy tendency of scientists’ trajectories.”



: Evolution of RSI in men and women’s trajectories (Elaboration of the authors)

Horizontal segregation and gender order

Science and its disciplines are not (perceived as) gender neutral

- popular constructions of science (Erlemann 2013; Archer et al. 2013; Archer et al. 2014)
- societal valuation (Busch 2013; Leuze & Strauß 2009)
- scientific work & contents (Leslie et al. 2015; Petterson 2011)



... calculating or 'licensed withdrawal' (Goffman)?

Disciplinary workplace cultures

Doing science goes along with ,doing gender‘ (Krais/Beaufaÿs 2005)

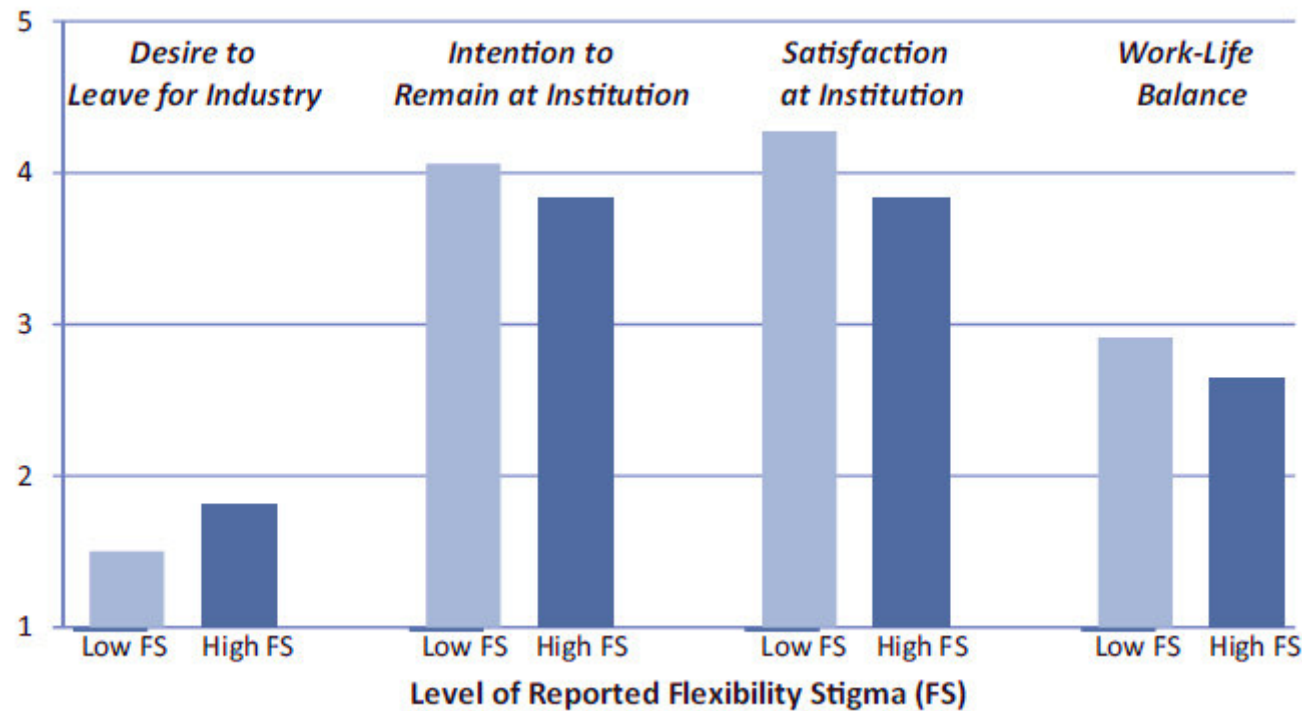
Gender exclusive practices within engineering (Faulkner 2009)

- Fraternal markers of familiarity and bonding
- the generic ‘he’
- Conversation dominated by men’s interests
- Offensive humour and sanctions against challenging this
- Heteronormative and sexualised culture
- Pressures to conform to particular masculinities
- Organisationally powerful networks of men



Symbolic practices of ,doing the ideal academic‘

Cech & Blair-Loy (2014)



Constructing excellence

van den Brink & Benschop (2012)

Construction and evaluation of academic excellence in the
appointment of full professors

Concealed criteria

- Quantity of research output
- Age
- Individual qualities
- Network connections

“Standards for quality are biased and contain a concealed standpoint that systematically favours particular formats, particular methods, particular approaches and theories, particular language (English) and scholarly traditions.”
(Lund 2012: 225)

Conclusions: Constructing the object

- Focus on career tracks and (disciplinary) contexts
 - Vertical and horizontal dimension correlate contra-intuitively
 - Academic disciplines are gendered
 - Career trajectories are gendered
 - Symbolic career practices are gendered
 - Criteria for scientific merits are gendered
- => gendered power structures affect academic careers,
and in this way they are to be named as gendered


3. Impact of the transformation of universities on gender relations and gender equality policies

Transformation of universities

- Entrepreneurial university (Clark 1998)
- Managerial university (Lea 2011, Hüther 2010)
- New public management (de Boer et al. 2007)
- Academic capitalisms (Slaughter /Rhoades 2010)

Transformation of universities (2)

- ✓ Relationship between universities and the state
- ✓ Budgetary cuts and rising third-party funding
- ✓ Internal governance of universities
- ✓ International competition
- ✓ Quantitative performance auditing
- ✓

 International trend, but country specific implementation

***Impact of the transformation of universities on
gender relations***

Employment conditions

Increase in precarious employment among researchers (fixed-term and part-time contracts)

Higher risk of women being employed temporarily and part-time (Dubois-Shaik 2015, Löther 2013)

- “Neo-liberal ‘marketisation’ of higher education (...) has fostered (...) indirectly discriminatory practices” (Wilson et al. 2010)
- “Winners among losers” (Zimmer et al. 2007)

Changing personal structures and qualification paths

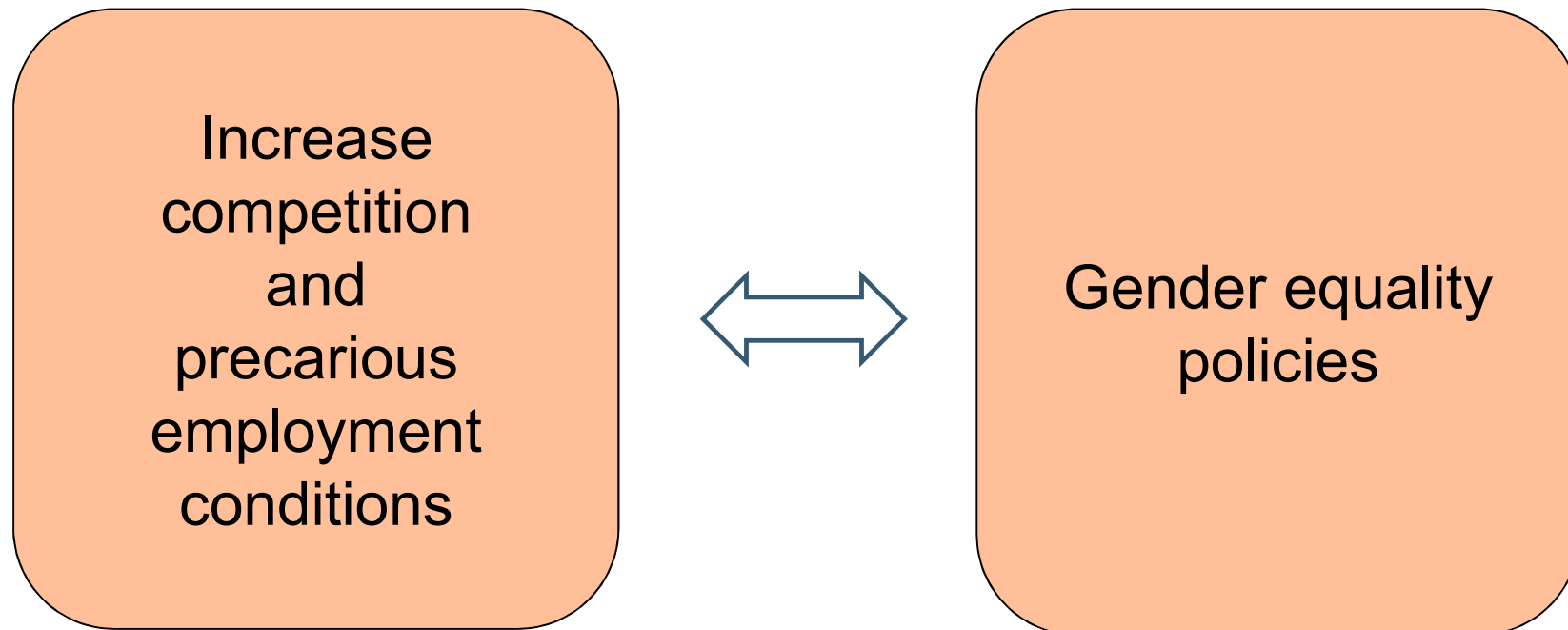
- ✓ „Dual labour markets“ (Thomas/Davies 2002):
gendered division between research and
teaching
- ✓ New qualification paths (junior professorships,
tenure-track model)
 - In specific organisational conditions, new possibilities
for gender equality policies (Striedinger et al. 2016)
 - Formalized and transparent procedures and
decision-making structures
 - institutional continuity of gender equality policies

Competition and performance indicators

- ✓ Transparency instead of informal recruiting criteria (homosocial co-optation)
- ✓ “masculine discourses of competitiveness, instrumentality and individuality” (Thomas/Davies 2002)
- ✓ “the entrepreneurial universities demands that academics act like competitive, breadwinning men” (Nikunen 2013)
- ➡ Convergence of new managerialism and established academic masculine norms (Barnard et al. 2016)
- ✓ Linked to excellence discourses (van den Brink 2012)

Competition and performance indicators (2)

- ✓ Paradoxical science policy (Funken et al. 2015)



***Impact of the transformation of universities on
gender equality policies***

Changing governance of gender equality policies

- Gender equality = performance indicator
- Competition as governance mode for gender equality policies
- Commitment and responsibility of the university management for gender equality
- New actors
- Increased significance of gender equality
- Potential conflicts on power and resources

Equality strategies and new public management

- Gender Mainstreaming / Diversity Management = „strong connectivity to the economic shift and to organisational logics of the New Public Management” (Aulenbacher et al. 2012)
- “equality strategies rely on procedures implemented from the top down, presume accountability upward [...] specify quantifiable metrics of success, and use competition to rise in the rankings as a primary motivator of organizational effort.” (Ferree und Zippel 2015)

„Ambivalences of gender equality in the entrepreneurial and managerial university”

- Discursive alliances between dominant concepts and gender equality

	Entrepreneurial university	Managerial university	Entrepreneurial academic in managerial university
Concept	Internationally competitive university	Efficient managerial structures	Standardised performance indicators
Gender	Human resource argument	Claim for more transparency	Performance orientation instead of gender stereotypes

(Kreissl et al. 2015)

„Ambivalences of gender equality in the entrepreneurial and managerial university” (2)

- No critical reflection on gendered concepts of academic performance
- “By promoting instruments based on those normative foundations, their alleged gender neutrality is legitimised.” (Kreissl et al. 2015)

National contexts

- ✓ Types of discourses and logic of university reform
- ✓ Existing gender equality policies (discourses, regulation, actors)

(Aulenbacher et al. 2015)

Conclusion

- Gender equality policies can be linked to new public management and university reforms
 - But ambivalences concerning critical reflection on gendered concepts
- Impact of the transformation of universities on the academic self (employment conditions, competition, masculine academic norms) contradicts efforts on gender equality