



What have men and masculinities got to do with gender and excellence?

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Gender Equality &

Excellence in Science



GEXcel Gender Centre of Excellence
Co-Director <http://www.genderexcel.org/>

EU Framework 7 project
“genSET”
on ... gender in science & technology
<http://www.genderinscience.org/>

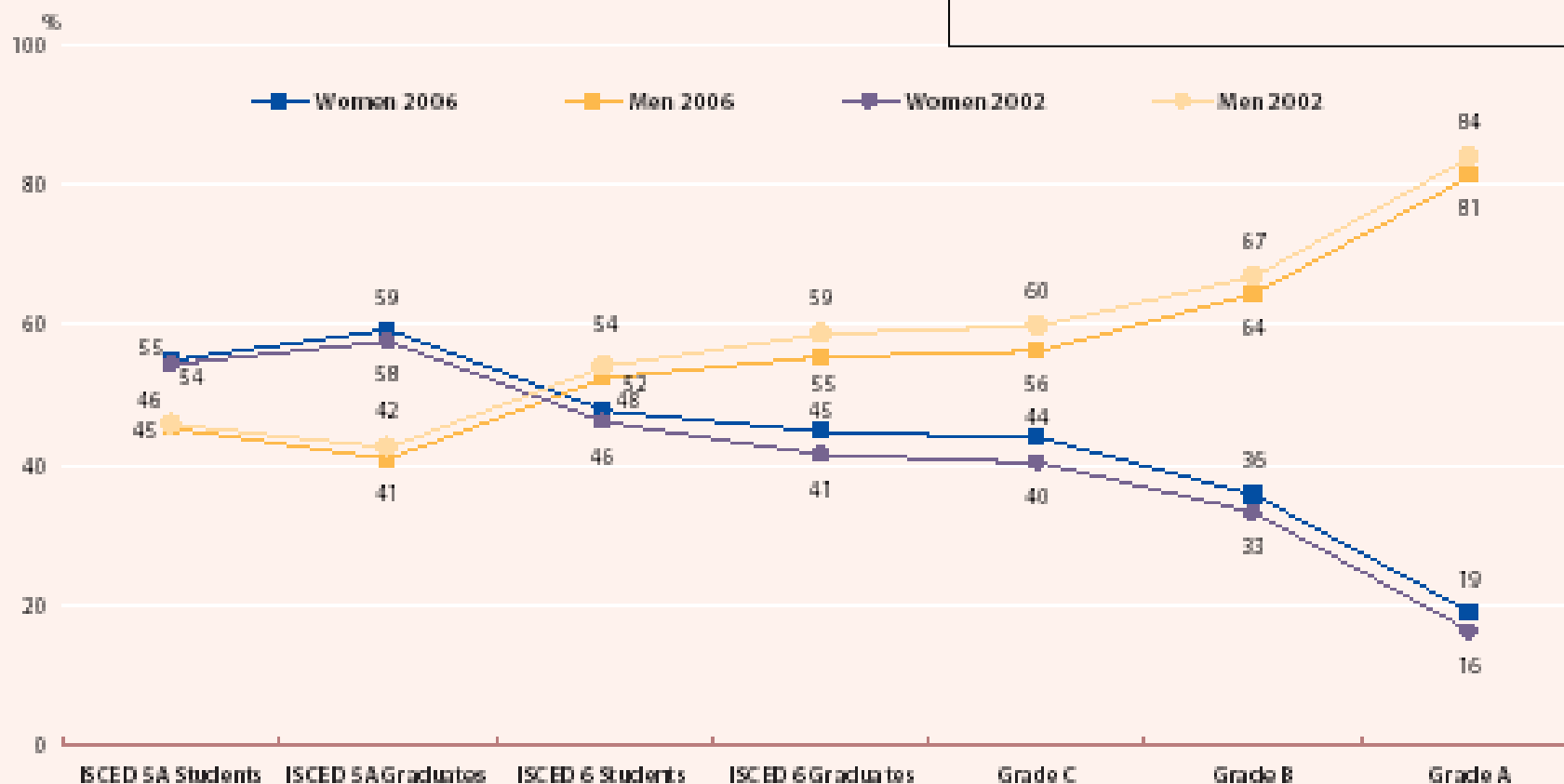
Figure 1.4: Proportion of female researchers, 2006

EU She Figures, 2009, p. 28



Proportions of men and women in a typical academic career, students and academic staff, EU-27, 2002/2006

Source: EC She Figures 2009



Source: Education Statistics (Eurostat); WiS database (DG Research)

Exceptions to the reference year(s): ISCED 5A Graduates 2002: DK (2003), FR (2003); ISCED 6 Graduates 2006: IT (2004); 2002: DK (2003), FR (2003), RO (2003); WiS 2006: EE (2004), EL (2000), MT (2004), PT (2003), SI (2007), SK (2007), FI (2007); 2002: IE (2004), EL (1999), NL (2003), UK (2003).

Data unavailable: ISCED 6 students 2006: DE, LU; 2002: DE, LU, RO, SI; ISCED 5A-6 Graduates LU; WiS 2002: LU; Grade C unavailable: BG, RO. Estimated data: EU-27 (by DG Research) for WiS, ISCED 6 students, ISCED 5A-6 graduates. Head count (Grades A, B, C)

Gender (in)equality and Excellence in Science

- **Women** as the problem: Change women!
- **Gender** relations as the problem: Change gender relations – gender mainstreaming, with its pros and cons
- **Men** as the problem: Change men!

Gender and Excellence in Science not only about women: men are gendered too!

- ***Approaches:*** 30 years of expansion of critical gender research on men & masculinities
- ***Applications:*** understandings of men and masculinities in Science
- ***Actions:*** What is to be done?: collectively, organisationally, individually on men in Science



Approaches:


**MEN ...is it odd or obvious to talk
of *men in Science, men of Science?***

- The history of Science
- Taking (men) scientists for granted ...
- What makes a man? What makes a real man?
- What is masculinity? Do men have a sex/gender?

"Naming men as men"

(Jalna Hanmer 1990)

- The "Man Question" in feminism/gender
- Men as 'subjects', men as 'objects'
- Which men? Scientists, administrators, students, and overlaps between them
- Men are not only men

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- “we do not want you to mimic us ... What we want I would say what we need is your *work*”
(Alice Jardine 1987)

Studying men not new, not necessarily radical

- *explicit focus* on men & masculinities
- men/masculinities *gendered, socially constructed*, not 'naturally this'
- *variable* across time, culture, society, life course
- differential relations to *gender power, material and discursive*
- men's unequal relations to BOTH men & women

- Sexuality and other hierarchies
- hegemonic, complicit, subordinated, marginalised masculinities
- societal (patriarchy), interpersonal (groups), intra-psychic (psyche)

- contradictions, resistance, change, ambivalence
- multiple masculinities and social intersections

Meanwhile ... trends in science

- Neo-liberal management, cuts, accountability (both senses) ... “new gender-neutrality”
- Ranking of universities ... league tables
- TURBO-ACADEMIA !!
- Networks/partnerships between universities ...
- Internationalisation
- Obsession with “Excellence”, or beyond excellence!

Applications:

Gender Equality & Excellence

Major policy developments and debates on **both:**

- excellence in science, and
 - effective gender mainstreaming & gender equality
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- However, these two sets of initiatives usually promoted separately from each other, at organisational, national & European levels

Promoting GE in science ...

- ... strongly on agenda of major stakeholders:
- universities (e.g. **MIT**)
- national research councils and major funding organisations
- high profile journals (*Science* 1994, 2000; *Nature* 1999, 2009)
- international organisations e.g. **United Nations** and its agencies e.g. **UNESCO** (Harding & McGregor, 1995; UNESCO Courier, 2007), **OECD** (2006), **European Union** (ETAN 2000; EC, 2004, 2005, 2006, 2008a, b, 2009a, b)

Excellence in science

- positive valuation of quality, production & “outputs”, not just quantity: search for excellence a truism: the good of the good
- **peer review** assesses quality of research products, ‘certified knowledge’, objective cornerstones of scientific ethos
- many problems in **bibliometrics**: comparability, language use, innovative, multi/inter/trans-disciplinary research
- defining, measuring, recognising, awarding excellence are social processes, subject to social/gender patterns & dynamics



Cases for GenEq and ScExcel

FOR Gender Equality

- Individual potential
- Social justice
- Best use (non-waste) of resources: science “business case”
- Knowledge!

FOR Science Excellence

- Individual potential
- Social justice
- Best use (non-waste) of resources: science “business case”
- Knowledge!

Gender (in)equalities/biases in science EXCELLENCE


- **Individual:** who does what? e.g. assessment/selection of people/work, scoring men higher than women ('excellent' v. 'good') - fix the people (women?)!
- **Organisational:** in organisation/cultures of science? e.g. undervaluing women's social capital & leadership (networks, committees) - fix the (men's) institutions!
- **Knowledge:** in research process & knowledge production? e.g. assuming same impact for women & men (pain, cardio), taking male body as norm & women as derivation from that norm - fix the (men's) knowledge!

Gender and knowledge

- Cardiovascular disease: major disease of women
- Osteoporosis: disease of later male life
- Crash test dummies: design of 'pregnant dummy' for car safety
- Withdrawal of drugs after experiments only on male animals
- Pain research invalid if only on males

seeing excellence through the lens of gendered men

- Gender relations / biases / inequalities about not only women, but equally **gendering of men & masculinities**
- **Men's domination of scientific leadership *men's managerial power, men's organisational and managerial practices with men's academic practices, including theoretical practices***

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- **science as: sites of *men's specific organisational or departmental cultures***
(‘gentlemen’s club’, ‘family’ (patriarchal, paternalist), ‘gang’ (sporty, nerdy); vary by tradition; curricula; gender awareness)
 - greater the domination of men, more the dept. is likely to be presented as ‘gender-neutral’; the more homosocial, more likely to appear ‘gender-neutral’
 - **Changing men, not changing women to "fit in"**

Science as where ...

- ... different *masculinities* are (re)produced, ways of being *both* men & scientists (Collier)
- the Nutty Professor,
- the Administrator
- *the New Entrepreneur*
- the Sexual Predator
- *the Young Man in a Hurry*
- the Infantilized Intellectual
- the Empire Builder
- the Aloof Cynic
- the Gentleman Intellectual
- the Academic Couple
- even the Profeminist



Some more ...

- **The Equality Supporter – Active**
- **The Equality Supporter – Passive**
- **The Equality Supporter – Hypocritical**
- *The Stealer of Ideas*
- **The Unsuccessful Academic**
- *The Non-Researching Research Manager/Gatekeeper*
- **What others?? Add your own ...**


INTENDED and UNINTENDED CONSEQUENCES

- not all can be judged as excellent
- may be means to reduce support & funding for those not deemed “excellent”, especially in budget restraint: tends to be hierarchical, anti-universalist, privileging
- encourages specialisation in researchers & institutions
- at expense of other academic activities, e.g. teaching, outreach, nurturing others’ talent, “invisible” activities crucial in academic community-building

Some examples (intended or unintended) about men ...

Gatekeepers'/men's practices

Differential letters of recommendation about women & men

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- Study of publication records of 168 life scientists in ecology and evolutionary biology: clear discrepancies in publication rate between men and women in early careers
 - With consequences for subsequent citation
 - Use of h index as a measure of research performance (number of papers published, h , by a scientist where each paper has received h or more citations) favours men
 - The h is highly correlated with quantity of research output; women scientists assessed in this way are likely to suffer in comparison with men (Symonds, 2006)



Evaluating excellence ...

- A national research council every year invites applications for Research Professorships. These are the highest ranking research award made by the council. The short list for these is drawn up by the committee members in a matter of days, without taking external or international expert references for evaluating the shortlisted applicants. After that, that referees are used. 8 men and 1 woman appointed

Processing Excellence ...

- Nordic research council issued Call for Centres of Excellence. 49 Pre-proposals submitted. Programme Committee shortlists 18 to submit full proposals: 17 coordinated by men; 1 by a woman
- Research council reports “an external full peer review of the applications will be made in the 2nd application stage. In the 1st stage, applications were thoroughly discussed and handled at the meeting of the Steering Committee that decided which applications would be invited to the second stage. Due to this procedure, we do not have any formal written evaluation statements, which could be sent as such to the applicants”


Projects & professors selected by Tekes to Finland Distinguished Professor Programme (FiDiPro) 2006

- Professor Olli H. Tuovinen, Ohio State University
- Professor Adriaan van Heiningen, University of Maine
- Professor: Professor Seppo Honkanen, University of Arizona
- Professor George K.B. Sándor, University of Toronto
- Professor Willem M. de Vos, Wageningen University
- Professor Behnaam Aazhang, Rice University
- Dimitris S. Argyropoulos, North Carolina State University
- Professor Jacques Periaux, UPC/CIMNE, Barcelona



Professors selected by Academy of Finland to the Finland Distinguished Professor Programme (FiDiPro) 2006

- Professor Jan Blommaert, University of London
- Professor Tony Hsiu-Hsi Chen, National Taiwan University
- Professor Kalyanmoy Deb, Indian Institute of Technology
- Professor Edward Delp, Purdue University
- Professor Jacek Dobaczewski, Institute of Theoretical Physics, Univ of Warsaw
- Professor Jussi Hanhimäki, Graduate Institute of International Studies, Geneva
- Professor Rikard Holmdahl, Med Inflammation Res Lab, Lund
- Professor Ghassan Jabbour, Arizona State University
- Professor Antti-Pekka Jauho, Technical University of Denmark
- Professor Mark Nuttall, University of Alberta
- Professor Josef Rauschecker, Georgetown University Washington DC
- Professor Bo Stråth, European University Institute
- Professor Roger Säljö, Göteborg University
- Professor Joe Terwilliger, Columbia University
- Dr Douglas Worsnop, Aerodyne Research Inc.

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- “One of the damaging effects of the prioritisation of research within the auditing of ‘excellence’ in [UK] universities was the devaluing of teaching.”

Professor Les Back, Goldsmith’s College,
London University



Resistance to gender change

- Active, Persistence

- Passive, Distance

Homosociality (resistance)

- men's greater valuation of men, preference for men and men's company, "seeking, enjoyment and preference for same sex"
- "... men are attracted to, stimulated by, and interested in other men"
- "Men can and commonly do seek satisfaction for most of their needs from other men" (Jean Lipman-Blumen)
- power, information, emotional charge, emulation & imitation between men (Holgerson)
- dispensability of individual men (Hearn)
- Cultural cloning: reproduce more of the same, by gender, ethnicity, organizational culture, etc. (Essed & Goldberg)



Informed and critical evaluation of “Excellence”

- Individual, team, departmental, institutional, network, national contexts
- How do gender, women, men figure in each of these?
- Impact on GE? Impact of GE?

***Actions:* What can be done to counter resistance?**

- **Consistent leadership and transparent processes** against gender inequality/biases
- **Mainstream gender dimension and sex/gender analysis in knowledge production**
- **Change men and men's privilege in science**

The unusual organisations of science & higher education

- heavily gender- and age-differentiated
- more fixed layer of professorial men, with shifting, temporary populations of women and men members
- combination of formality and informality
- intense emotional dynamics
- slow to change, especially at senior levels
- hierarchical aged, gender, sexual dynamics – opportunities for women and men to conform, occasionally to subvert
- excellence is part of this ...

- Which women do men sponsor?

Actions: organisational level

- if more women in Science leadership & gatekeeping, then less minimum mass of women in leadership and management men there ... putting this target on agendas
- changing management/organisational cultures e.g. men's unequal sponsorship of men, dominant masculinities
- apply GE to the appointers, not the appointed
- changing men at home; more priority to domestic & caring responsibilities; reviewing long hours work culture
- how men can assist in **not blocking** Equality Policies
- linking resource allocation to gender equality
- policies on sexuality, harassment, bullying & violence
- asking men where they stand

Actions: interpersonal and individual levels

- Men in higher education not so different to other men
- Some may be a little more intellectual, more defended, more defensive ...



Stopping men's privileges
(profeminist?)

Prioritising the
costs of masculinity
(anti-feminist?)

Highlighting
men's differences
(many variations?)


(see L. Egeberg Holmgren and J. Hearn, in *J of Gender Studies* 2009;
after Mike Messner, *Politics of Masculinities*)

Men: a social group with privilege, ... but men are not only men

- **Unreconstructed men** persist ... e.g. “critical” male scholars saying proudly they know nothing on gender
- **“In principle” men** (Lars Jalmert): may “know their” gender equality, but cannot be relied upon to do anything against men’s interests ... or for women
- **Men against gender inequality**, supporting women, appointing feminist women, critically examining men’s own work, stopping silence, persistence

common pitfalls in mixed-gender groups include

- 'hogging the show'
- being the continual problem solver
- speaking in 'capital letters'
- defensiveness
- task and content focus ... to the exclusion of nurturing
- negativism
- transfer on to formal powerful positions
- intransigence and dogmatism

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- listening only to oneself
 - avoiding feelings
 - condescension and paternalism
 - using sexuality to manipulate women
 - seeking attention and support from women while running the show
 - protectively storing key group information for one's own use
 - speaking for others

(Moyer and Tuttle, 1983)

Ways for a boy to avoid 'Naming Men as Men'

- “We are all just individuals”
- “We are all just human beings, we are all equal”
- “Men and women are no different, so ...”
- “Men and women are very different, so ...”
- “I am first and foremost a manager, professor, administrator ...”
- “I just try and be fair, and judge people on their merits”
- **“Here it is just a question of competence, excellence, the best ...”**
- “Here we are just one big happy family ...”
- “Class, race, religion, sexuality etc are more important”
- “I am gay, so this is not key for me”
- “I am a father, I take care of my children, do my bit at home”
- “I don't have time for feminism or GE, they're old fashioned”
- “I don't know anything about gender ...”

responsible action for men involves:

- limiting out talking time to our fair share
- not interrupting who is speaking
- becoming a good listener
- getting and giving support
- not giving answers and solutions
- relaxing
- not speaking on every subject
- not putting others down
- nurturing democratic group processes
- interrupting others' oppressive behaviour

(Moyer and Tuttle, 1983)

Gender Summit: Scientific Quality through Equality

(organised by genSET et al.)


- 8-9 November 2011, Brussels
- Patron: **Polish EU Council Presidency**
- Keynotes: Vice President **European Parliament**
- Day 1: Gender factors in **research** and **innovation**
- Day 2: Gender equality in institutional **practice** and **policy**
- **800 attendees**: science, policy, innovation, higher education
- **45 speakers**

- <http://www.genderinscience.org/>

- <http://www.gender-summit.eu/>

Gender Summit: Key topics

- Actions to improve research excellence & process
- Actions to improve leadership and human capital
- Collaborative strength & intellectual advantage
- R&D and HR standards – mobilising and retaining talent
- Embedding gender in science curriculum
- Gender equality policies & legislation
- Integrated action on the gender dimension

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- “... as we pursue excellence in education, we must recognize that equity is an inseparable component of excellence. Excellence without equity is not excellence, it is privilege.”

Dr Adam Urbanski, US higher education expert

Gender equality enhances excellence

Gender equality means changing men!

Jeff Hearn – selected references on academia and science

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Many thanks for
your attention!