

# Homosociality, implicit bias in recruitment of female leaders, and women's networks in academia

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Objective 3. To compare gender biases on departments and research environments

10 case studies diverse environments (Arts & humanities, health, STEM... academia and research centres... across Spanish regions)

**Research centres (public or private)**

Highly competitive and internationalised  
High percentage of permanent jobs in public centres, very unlikely in private research centres  
Self-management careers

**University departments**

Great diversity regarding research or teaching high-oriented activity  
High number of permanent jobs and precariousness in labour conditions

**R&D enterprises**

Research oriented to clients' demands  
Patents are preferred to publications  
Corporate culture outlines 'research' careers  
Job security, stressful timeline climate

**Contact**

Documentary analysis website, legislation & norms



Biographies of 2 people (♂ & ♀) each step in their career. Guideline: Narrative of main events from past to present and future milestones:

- Recording biography for qualitative analysis
- Drawing personal and professional milestones in the same timeline

Simulation of hiring process in the department, using fictional cv (male and female characterization) to discuss their profiles

Elaboration of brief report of main results.  
Feedback of interviewees after sending the report

## Evidence

Spain 2015, women represent 51% of doctoral and postdoctoral grants, 42% tenure track, 21% full professors, and only 10% rectors (below EU mean 20%)

Because of homosociality, women are excluded of making decision processes. Women hold low participation in research/scientific/management networks and in power decision structures

They feel discouraged to apply to senior positions, exhibit ambition, and take part of power decision bodies

Despite equality policy, women experience discrimination, misrecognition and misogyny in collective decisions

They receive negative messages about their role in research performance, what eventually interrupt or thwart their aspiration to pursue a successful career

It locates women in the margin

Gender gap in recruitment of female leaders points out the labour market dynamics, life course events of women's lives, (un)friendly climate departments and implicit biases

Women have incorporated in academia because of enlargement of R&D system

Meritocracy improves opportunities of women although they lack of support (but some kind of network)

Diverse models of support: old boys clubs, mentors and consecration circuits (self-management of their careers)

Decision-making models: stereotypes vs objective/neutral criteria vs blind to gender

From mentoring to 'dangerous liaisons'

## Findings

'... I tell you with great affliction... because I have loved John very much, very much. We have been ... we have built this center together. And we have lived... not only as colleagues but as very close friends... very hard situations in his life. We have been inseparable friends, accomplices in the hardest times of this center ... **But! Just at the moment that he took the direction, he suddenly surrounded himself with a praetorian guard of men...** Even if there are women on the board, such as Laura who is on the board and attends meetings, in fact, **they don't make important decisions around the table, they make them after the football match**, which women are not invited, in the locker room' (Maria, group leader, biology research center)

Isolation, self-confidence and peers recognition

'Because you have to build your self-esteem indeed. It is a very elitist world, because it is a matter of personal worth: if I am really valuable or not, it's worthy or not' (Lucia, PhD working R&D enterprise)

'I think that another problem is that they do not trust our work. They do not think it's worthy enough ;of course! They think I am just for decoration, no! I would like to do something ... interesting!' (Ruth, telecommunication department)

Merits for the department and merits scientifically profitable

'Once, they sent me to do something that... not doubt, nobody wanted to do! I mean, it's what they do, with the women here, isn't it? those things that men don't want to do' (Pilar, project leader health research center)

'I believe that they recognize me because I worked for the center, working for everyone. But regarding my research, I think, if you ask anyone, they will tell you "she does genetics" but they do not know exactly what I'm doing' (Raquel, senior researcher, ecology)

Women work good with people: 'I like to work with a lot of people. At previous jobs, I was practically alone, and now, I love to have a group, I also like to supervise, solve students' problems' (Karla postdoc, physics)

Women dislike managing a research group or managing tasks: 'My first ambition is to teach ... that my students feel happy and understand my classes. My second ambition, in research, it's that something that I am researching would be helpful to technical developments and helpful to patients, and that's why I dismiss the power. Management and power do not interest me: it implies time and politics, many interests, individual interests, it does not interest me at all (Carmen, tenure track, biomedicine)

### Power in Capital Letters and power in lowercase

Women are selected by men to do trivial things but POWER positions involve men

Interviewer: Why do not you think they don't select you for this appointment?

R: Because it's very ... political and I am ... very clear! They do not like it ... On the one hand, I'm not good at politics: I'm not good at cheating or lying or anything like that. So, I think that they know my character and they think I can do a mess (Ruth, telecommunication department)

'...and Jaime, who is a friend of mine, has recommended another colleague (men) instead of me!' (Ana, tenure track, telecommunication)

'L: Past week, they offered me a position and I've said yes ...

Interviewer: Who was, a man or a woman?

L: It was a woman' (Lorena, telecommunication department)

- Poor labour conditions in academic capitalism equally affect men and women, it points out a re-configuration of academia: what is important to evaluate (not just items) and healthy competitiveness (not accelerated competitiveness)
- Diverse situations of men and women in research recommend gender sensitive evaluation criteria according with specific contexts
- Increasing participation of women in academia (as senior researchers, mentors, evaluators, etc.) is not a guarantee to attract more women but recognition and social justice
- We need to enlarge female influential networks and female companionship to promote structural changes and new scientific culture
- Law and regulations have created positive frames, however, investment and leadership are fundamental to generate social changes in research institutions
- We need to create spaces free of male power models and encourage women to participate in making decision processes

Without women in the power, institutions still will be unequal



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## Publications

González, Ana M., Conesa Carpintero, Ester and Vayreda Durán, Agnès (2016) “El impacto de las prácticas neo-gerencialistas en las trayectorias científicas de hombres y mujeres en tiempos de crisis”, *Investigaciones Feministas*, 7(2): 67-87

González Ramos, Ana M., Fernández Palacín, Fernando and Muñoz Márquez, Manuel (2015). Do Men and Women Perform Academic Work Differently? *Tertiary Education and Management*, 21 (3): 263-276

González Ramos, Ana M., Navarrete Cortés, José and Cabrera Moreno, Esther (2015). Dancers in the Dark: Scientific Careers According to a Gender-Blind Model of Promotion. *Interdisciplinary Science Reviews*, 40(2): 182–202

González, A. M. and Torrado, E. (2015) “Addressing women’s agency on international mobility”, *Women’s Studies International Forum*, <http://dx.doi.org/10.1016/j.wsif.2014.12.004>

González, A. M. (2014) “Victoria y la ciencia: el papel de las mujeres en la ciencia contemporánea”. In Castaño and Webster (dir.) *Mujeres Construyendo la sociedad del conocimiento y la información*. Barcelona: Editorial Aresta, p.89-114.

González, A. M. (2014) “Inclusion of Women in Science. Long-term strategies for alone or with partners’ women”, *Géneros. Multidisciplinary Journal of Gender Studies*, 3 (3): 459-482.

González, A. M. and Torrado, E. (2014) “Familia e Investigación: Estrategias familiares y de género de las investigadoras españolas”, *Revista Feminismo/s*, 23: 183-205.

González, A.M. (2014) ¿Camuflaje o transformación? Estrategia profesional de las mujeres en carreras tecnológicas altamente masculinizadas, *Educación*, 50 (1): 187-205. Q3 Educación



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Olga Pons; Ana M. González Ramos; Ester Conesa Carpintero; Marta Tura; Patricia Pardo. Analysis of equality and promotion in Academia in Spain. GWO2016 Gender, Work & Organization, 9th Biennial International Interdisciplinary, Keele, Reino Unido 29/06/2016 a 01/07/2016

Ester Conesa Carpintero; Ana M. González Ramos. Embodied gendered effects in scientific institutions: supporting precariousness or abandoning? GWO2016 Gender, Work & Organization, 9th Biennial International Interdisciplinary, Keele, Reino Unido 29/06/2016 a 01/07/2016

Ana M. González Ramos and Revelles-Benavente, Beatriz. Gender & non-traditional occupations, session 4 Open Stream: Key Themes & New Directions. GWO2016 Gender, Work & Organization, 9th Biennial International Interdisciplinary, Keele, Reino Unido 29/06/2016 a 01/07/2016

Ana M. González Ramos; Ester Torrado. ¿Redes feministas de cooperación en la ciencia ¿Misión impensable o imposible? XII Congreso Nacional de Sociología, Federación Española de Sociología, GIJON, 30/06/2016  
*Women and Research Careers: A Long Way*. University Jaume I, Castellón, 20<sup>th</sup> May, 2016.

Ana M. González Ramos and Revelles-Benavente, Beatriz. *Incubating knowledge/scientists: some steps to benefit from human talent*. Centre For Genomic Regulation, Barcelona, 8<sup>th</sup> of March, 2016.

Ana M. González Ramos. *Gender Segregation in Scientific Careers from A Life Course Approach*. Center of Brain and Cognition, Universitat Pompeu Fabra, Barcelona, 8th May of 2015.

Ana M. González Ramos. *The women in philosophy, literatura and science*, University of Málaga, Ronda, 7<sup>th</sup> July 2015

Ana M. González Ramos and M. Antonia García de León. *Four Women: Strategy of inclusion in scientific careers*. Association for Contemporary Iberian Studies, 4 of July 2015.

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**Presentations**

The screenshot shows a YouTube video player with a purple background. The main text on the slide reads: "CONFERENCIA: 'Mujeres en la ciencia: Luces y sombras de una profesión vocacional'" followed by the name "Ana M. González" and the UNED logo. The video player interface includes a progress bar at 0:11 / 57:58 and a list of related videos on the right side. The Windows taskbar at the bottom shows various application icons and the system clock displaying 11:48 on 17/04/2017.

[https://youtu.be/92qGyXplv2E?list=PLelX\\_dGDBCcrkjZo4zj\\_LleISjiUaVydm](https://youtu.be/92qGyXplv2E?list=PLelX_dGDBCcrkjZo4zj_LleISjiUaVydm)