

Patterns of exclusion and participation of women in academia (Literature review and case report)

أنماط استبعاد ومشاركة المرأة في الأوساط الأكاديمية

(مراجعة وتقرير حالة)

Farah LAZAAR¹, Abderrahim ANBI², Nadia EL KADMIRI³

¹Researcher Student, DSTF MAO Master, Sociology Department,
Faculty of Literature and Human Sciences, IBN ZOHR University,
Agadir, Morocco.

farah.lazaar@edu.uiz.ac.ma

²Associate Professor ,Sociology Department, Faculty of Literature
and Human Sciences, IBN ZOHR University, Agadir, Morocco.

a.anbi@uiz.ac.ma

³Associate Professor, Sciences and Technology Department,
Polydisciplinary Faculty of Taroudant, IBN ZOHR University,
Taroudannt, Morocco.

n.elkadmiri@uiz.ac.ma

Abstract:

Identifying gender inequalities and promoting gender equality in academia is a challenging work. Women's under-representation among academics and gender inequalities in academia are persistent and present global phenomena. This article aims to illustrate the nature and type of gender inequality against woman sociologists and their commitment provided to the development of the discipline during their critical years of study and work. Furthermore, how this commitment in this case shaped the historical efforts of making academia and society less gender biased. In order to examine the role of women within academia and to investigate whether there is a sufficient female representation in the discipline. We performed a literature review and case study.

The results of our study are significant for a broader reflection on the challenging situation that women still face in the academic arena, in particular those who are related to intellectual professions and academic forms of work.

Keywords: academia; women, gender, inequality.

ملخص:

يعد تحديد أوجه عدم المساواة بين الجنسين وتعزيز المساواة بين الجنسين في الأوساط الأكاديمية عملاً صعباً. إن الحضور الناقص للمرأة بين الأكاديميين وعدم المساواة بين الجنسين في الأوساط الأكاديمية مستمر ويمثل ظاهرة عالمية. يهدف هذا البحث إلى توضيح طبيعة ونوع عدم المساواة بين الجنسين تجاه عالمات الاجتماع والتزامهن بتطوير التخصص خلال سنوات الدراسة والعمل. علاوة على ذلك، سنبحث كيف شكل هذا الالتزام في هذه الحالة الجهود التاريخية لجعل الأوساط الأكاديمية والمجتمع أقل تحيزاً بين الجنسين. ومن أجل فحص دور المرأة في الأوساط الأكاديمية والتحقق فيما إذا كان هناك تمثيل نسائي كافٍ لهن في المؤسسات التعليمية. أجرينا مراجعة للأدبيات ودراسة الحالة. تعتبر نتائج دراستنا مهمة للتأمل بشكل أوسع في الموقف الصعب الذي لاتزال المرأة تواجهه في الساحة الأكاديمية، ولاسيما النساء التي تعملن بالمهن الفكرية والأكاديمية.

الكلمات المفتاحية: الأوساط الأكاديمية، المرأة، الجندر، عدم المساواة.

INTRODUCTION

The identifying of gender inequalities and promoting gender equality in academia is a challenging work. Nowadays, women have earned advantage as granted of higher education and in many countries over half of student'population are females. However, women's under-representation among academics and gender inequalities in academia are persistent and present a global phenomena[1].

The literature on “gender and science” underlines how much careers in science and academia remain a subject to discrimination according to the gender. Thus, it becomes visible in the famous scissor-shaped curve, where one can observe a progressive “evaporation” or disappearance of women as they advance in the career[2]. Historically, the field of academia has biased against women. Taking the example of one of the oldest organization in social science society, The American Sociological Association (ASA), since its foundation, there were no women among the eleven members of the Executive Committee or with the thirty members of the Council. There were no sociology courses on women of academia. The ASA did not nominate a woman for the four most senior positions and, for the presidency, for division heads or committee members. However, the question frequently asked by female sociologists at this period: Can sociology become a science of society, rather than a science of male / patriarchal society?

In this context, this article aims to illustrate the nature and type of gender inequality against woman sociologists and their commitment provided to the development of the discipline during their critical years of study and work. Furthermore, how this commitment in this case shaped the historical efforts of making academia and society less gender biased. In order to examine the role of women within academia and to investigate whether there is a sufficient female representation in the discipline, we conducted a survey of 7 questions to empower our review by a case study .

To conduct an analytical study, we first provided an overview of the literature based on findings of various studies from digital sources such as PubMed, JSTOR and ACADEMIA. The data was assessed by Excel program for qualitative analysis. To empower our review we conducted a survey, Surveys lead researchers to a strong penchant for large random samples. They offer the most correct estimates of what is true in the population at the local or global level. A survey may be the only social science approach in which unsystematic sampling is commonly used. Surveys can be long or short. They can be conducted in person, by phone, by mail (in our case, we used an electronic questionnaire). The case study based on our short survey, reflects a deep understanding of a case, which is used to explain and understand the occurrence of other cases. Although survey data is often analyzed using statistics, many questions lend themselves to more qualitative analysis that we have gathered from our survey of case reports.

The short survey and the literature review verify the validity of our hypotheses:

- 1- The presence of female sociologists remains insignificant in comparison to the male sociologists.
- 2- There is not enough awareness of scientific work of female sociologists in academics.
- 3- Men occupy the major part of academic jobs.

1. Why did men keep women out of the American Sociological Association?

In the academic field of work, women were generally limited to female university colleges. At the academy, they were second-class citizens. The founders of the ASA, especially small, believed this was fair since women belonged to a 'separate sphere'. Women were rarely invited to participate in the ASA organizational structure, but those who did were affiliated with a separate network of women.[3]. Albion Small was the leading figure of the ASA community, and his perspectives on women are highly relevant here. A little assumed

that men and women were fundamentally different from each other. He thought that it was necessary to understand the difference between men and women: "...We are aware that the mental production of the two genres, in reference to a specific theme, is not the same. There is a subtle difference in quality, suddenly like that between the same musical note produced, for example, between a cornet and a violin. Each has the same relationship to other notes higher or lower on the scale, but neither could replace the other in its own series.[4]". Ironically, as an advocate of a society based on competition and the survival of the fittest, small did not believe that women should be taught to compete. Although he recognized that some 'modern' women were trained as men.[5]. However, no woman held the highest ASA positions between 1906 and 1931. Eight women held elected positions on the executive committee, and all contributed in jobs influenced by Jane Addams. In contrast, who were these women? What is their contribution to sociology in general? These questions are crucial to understand the position of women in the founding years of sociology as a profession.

Harriet Martineau, a female sociologist who published the first text on sociological research, Charlotte Perkins Gilman, published critical insights on child development and domestic work, Jane Addams who advocated toward equality for the poor. In the other hand, Anna Julia cooper and Ida Wallas-Barnett who have struggled with African American and feminist problems, while Marianne Schnitger Weber wrote regarding the oppression of women. In both domestic and workplace conditions, Beatrice Potter Webb focused on political changes to help the lower classes. Though, each of these women has her own point of view and approach to sociology, nonetheless together their researches have left a feminist imprint on the study of academics and sociology. These women knew that they contributed in the larger movement to create a science of society and had their own sense of what that science should be: a project of social critique in which research and theory had as a morally necessary focus the description, analysis, and correction of social

inequality. The women vary in terms of the particular inequality focused on gender, class, race, ethnicity, age, or combinations[6].

2. Gendered high education

Higher education organizations are not resistant historically and culturally structured dominant male society. Mainstream and sexualizing organizations have now been subjects of extensive research and analysis, critical Feminism influenced studies that have laid out explicit and implicit sexualization across different disciplines and enterprises. In fact, universities have grown as institutions characterized by a defined gendered pattern of hierarchy, occupational segregation, sexuality and differential family responsibilities, themselves defined and reproducing other social relation of age, class, disability and ethnicity. Above all, higher education management is chronically gendered. Universities and institutions, which were supposed to be founded by the production of knowledge, did not include women within their knowledge base. Women were simply excluded. This historical legacy remains in many disciplinary areas around the world until today.

3. Acknowledging the problem

Over the last few decades, women have greatly improved their educational attainment, and their labor market ambitions have increased accordingly [2]. During the same period, the position of women in academia has been studied extensively and especially in the Anglophone countries. In general, the shift from focusing on problem faced by women when they do not advance through academia to the problematization of academia itself is a gendered culture and structure, at the same time a variety of interventions aimed at changing inequalities of persistence were launched within several universities in different countries.

At the turn of the millennia, inequalities in academia were the subject of growing international concerns. The European Union and UNESCO have published a communication in this context (check,

women and science. communication for the European commission 1999: UNESCO world science report 1996). UNESCO actively organizes annual consultative conferences on this issue, such as the 1998 conference on women in science in all continents, the European Union conference in Brussels about women and science and the international wind of change conference focused on women in universities in Sydney. In September 1999, the science journal 'nature' launched an interactive web debate entitled: "why are there so few women in science?" Since then, gender inequality has started to become discussable and more accepted topic in organizations and scientific conferences in universities after being a taboo for centuries.

4. Overview on the literature

A growing body of literature has examined why women have been excluded from higher education and academia, and why they are under-represented in academic professions and managerial positions. The literature on the subject of women and career progression in higher education is abundant, In addition to this, The development of qualitative research on this topic has been useful in contextualizing statistics and quantitative research regarding the experiences of women working within academia and shedding light on the hidden difficulties that women Researcher in Higher Education institutions might encounter in their functions. Different strategies to tackle direct and indirect forms of gender bias have emerged from the literature. Drawing their findings on the growing effects of gender differences in the general academic divisions, Barrett and Barrett make recommendations that focus on planning and managing of workload patterns and suggest more careful planning and career support in light of women's career's models (Barrett et al., 2013).

There is, however, one problem with this focus on numbers: increasing the number of women in an organization or in leadership positions does not always lead to radical change within that organization (Fran Amery, 2015). Research in Political science has found, for instance, that increasing numbers of women in legislatures

can make little difference to political decisions when socially conservative attitudes are embedded in the political culture. Likewise, research on gender in academia finds that an increase in the numbers of women in disciplines such as engineering does not necessarily translate into a decrease in levels of discrimination against women; when sexist attitudes are entrenched, women can assimilate into mainstream culture rather than challenge it (Fran Amery, 2015).

The following results are theories provided from different studies on how gender bias influences different policy and actions and how its impact on the academic careers of female researchers:

- Men are more likely to receive excellent evaluations; women are more likely to receive good evaluations (Ledin et al., 2007).
- Women are generally more likely to be underestimated (Chafetz&Valian, 1999).
- Good performance is more often attributed to men than to women.(Rossiter, 1993)
- Students tend to rate female teachers more severely than male teachers (MacNell et al., 2015).
- Women receive few research grants but more recognition for their teaching and the services they provide than men.(« Improving Recognition & Advancement Through Awards Equity », 2015)
- In letters of recommendation, significantly more notable adjectives are used to describe men than women (Schmader et al., 2007).

4.1. Women of the ASA

No woman held the highest positions in the ASA between 1906 and 1931. However, few women held elected positions on the executive committee after a long struggle for gender equality (Table N°1).

Table N°1: Women who held positions on the executive committee during the first twenty-five years of the American Sociological

Names	Years of service
Emily Green Balch	1913-1914
Julia Lathrop	1917-1918
Grace Abbott	1920-1923
Susan M.Kingsbusy	1922-1925
Lucile Eavens	1924-1926
Ethel SturgesDummer	1927-1930

Association (ASA). Source:[7]

ASA data shows the difference between the total number of female and male researchers at ASA. Men outweighed for more access than women to ASA in the five specialties we provided (Table N° 2).

Table N°2: ASA membership by Gender and specialty 2001-2015.
Source [8]

Specialty	2001		2015	
	Women	Men	Women	Men
Mathematical Sociology	20.7%	79.3%	21.8%	78.2%
Marxist Sociology	31.0%	69.0%	28.4%	71.6%
History of Sociology	30.7%	69.3%	30.4%	69.6%
Theory	33.0%	67.0%	32.4%	67.6%
Methodology	35.2%	64.8%	34.3%	65.7%

4.2. Women Researchers in gender sciences (USA and Morocco)

The United States faces serious issues of gender inequality in the academia. There is so-called white-collar discrimination. Women scientists are concentrated in other fields than men. Relatively high proposition of women are in humanities (55%), social sciences (53%) biological and medical sciences (56%). Low percentage of women can be found in technical fields (21%). Women represent 47% of total labor force in the USA (PoczatkováKřibíková, 2017). The difference between the total number of female and male researchers at bachelor and Masters' levels, and from PhD programs in 2013. Men significantly outnumber women in bachelor studies and with each higher degree, the difference is greater. It can be said that only 11% of women reach the high academic post and this number is very low. In Morocco occupy around 20% of scientific research positions but less than 2% of senior researcher positions. In most cases, male scientific communities do not recognize women as equal partners who could contribute to the development of science to the same extent as men, primarily at decision-making levels. Only one woman is president of a university (one out of 14). Women represent around 5% of faculty deans or directors of institutions, 5% of board members, 2% of department heads, and less than 2% of laboratory directors (Bettachy et al., 2009). Regardless of Moroccan development in its work toward gender equality, and the elimination of bigoted practices, females are still radically under-represented in most fields, mainly science.

RESULT

In our survey, there were 54 males and 60 females responded globally as we aimed to collect different response from the sample and get their honest opinion on the representation of women in universities in comparison to males. We felt that this universal perspective might help to test hypotheses raised earlier. Whereas, we

previously tackled various places in the world that contained gender inequalities not only in Morocco. Spreading the survey in different university social media groups and passing it to local students also helped us to get 114 entries in total in which they were all previously students or still studying or even teaching in universities or having a bureaucratic work from different countries such as USA, France, Algeria, Tunisia, Jordan and Morocco.

Women sociologists predominate in higher education programs, it is striking that most of the respondent surveyed 64% believe that there is no gender inequality within their university, compared to 36% who believe there it is (Figure N°1).

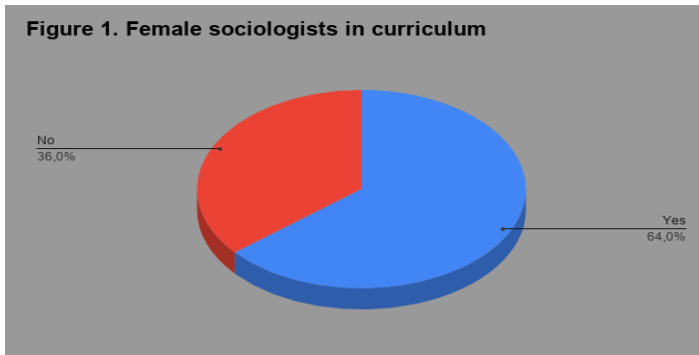


Figure N°1: female sociologists in curriculum (source: Authors' compilation)

A higher percentage of respondents 61, 1% believe that male professor/academics outnumber women professors/academics in their departments, 22, 2% thinks that they're equally present, while 16,7% of the respondents think that female are more dominants in their departments (Figure N°2).

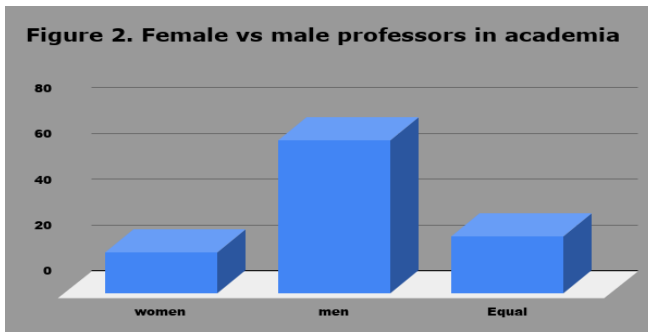


Figure N° 2: Female vs. Male Professors in academia
(source: Authors' compilation)

The majority of responses 87, 2% recognized the need to have more women professor's sociologists in their institution. When 12,7% disagrees and chose to have less women sociologists in their institutions (Figure N°3).

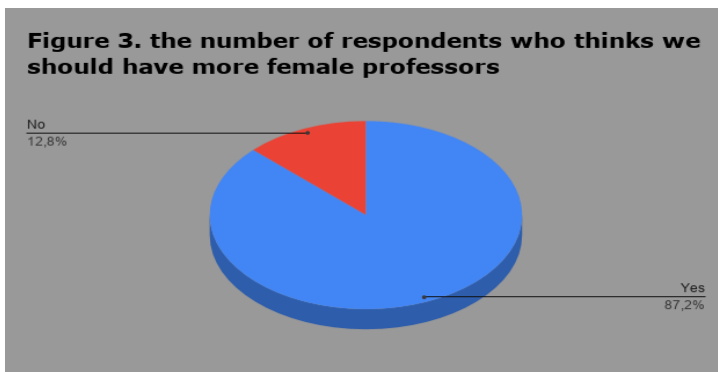


Figure N° 3: Number of respondents who think we should have more women professors (source: Authors' compilation)

A considerable number of respondents (40) declare that they knew one women sociologist, in front of (14) who only know two women sociologists. In the other hand (17) stated that they knew

more than five women sociologists. Fourteen declare that they knew one male sociologist, (17) knew two men sociologists, (29) stated that they knew more than five men sociologists.

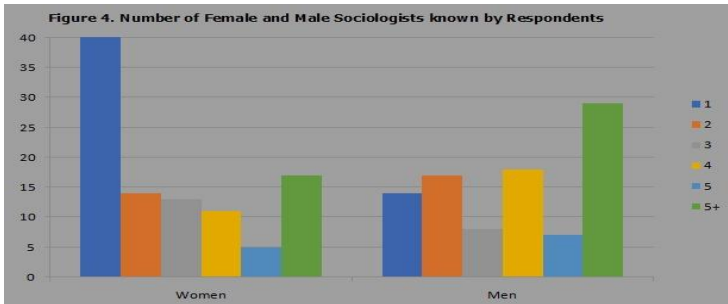


Figure N° 4: Number of women and men sociologists known by respondents (source: Authors' compilation)

Most of the students had responded (34, 9%) that they do know one female sociologist (Figure N° 5).

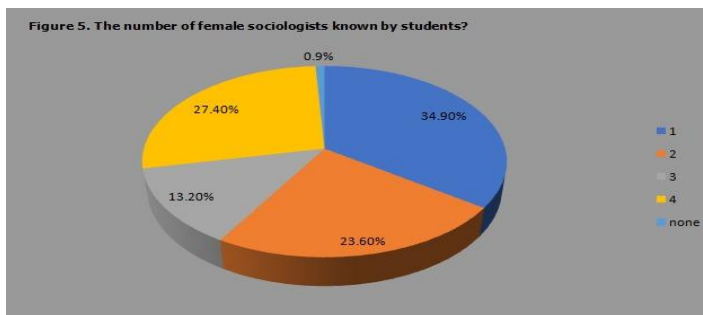


Figure N° 5: Number of women sociologists known by students (source: Authors' compilation)

The results of our survey show that 65.5% did not experience gender discrimination in their education. On the other hand, 26, 5% of the respondents had been victims of discrimination based on sex during their studies. The remaining (8%) preferred not to answer (Figure N° 6).

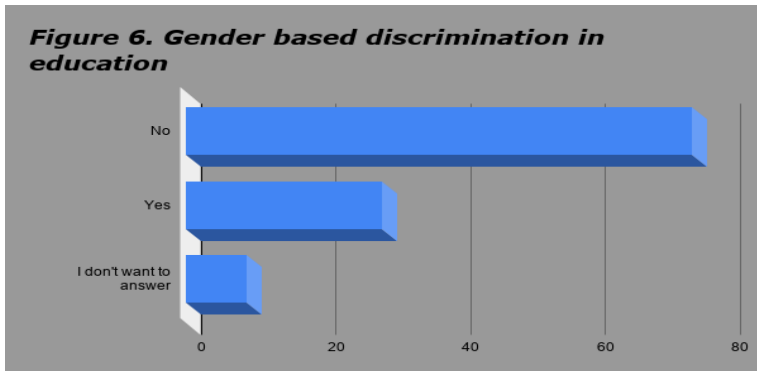


Figure N° 6: Gender based discrimination in education (source: Authors' compilation)

More than half of the participants did not know what ASA is, more than 26,3% thinks it is not only chaired by men, the minority of the respondents 9, 6% thinks that it is only men chaired association.

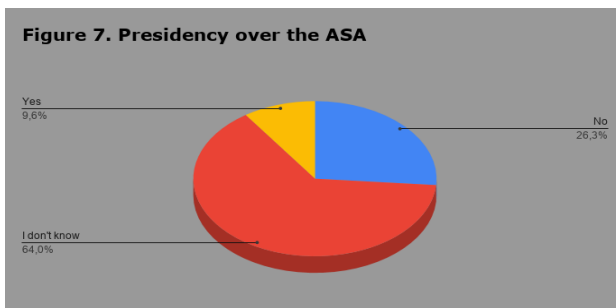


Figure N° 7: ASA Presidency (source: Authors' compilation)

DISCUSSION

There is vast, but uneven, evidence of gender differences in academia suggesting that women are underrepresented in most scientific disciplines, for this matter a survey was conducted to explore three hypotheses contained the seven different questions. In our question, regarding the number of informed female and male sociologists' participants knew. Most of the participants had replied that they know one women sociologist. In addition, when asked about their names Most of the respondents had replied that they knew one name of women sociologists. This answer was not relevant to their answer on the question Number 1 in the survey; when we asked them if women sociologists are well implicated and present in their Institutions and departments, 64% replied by yes women are well presented. Yet, taking further analysis and questions revealed that women sociologists are still not recognized by them. Their work is considered insignificant, taking the number of participants who could name more male sociologists than women sociologists in question 3. In our question if they have more women or men professors /researchers at their departments, most of participants had responded that they have more male professors. Thus, all three hypotheses were confirmed. This study and discussion on problems of women under-representation in science and society has exposed that there is not enough adequate knowledge about the founders of sociology or their activity in the ASA.

On the other hand, we consider the results of our study to be significant for a broader reflection on the challenging situation that women still face in the academic arena, in particular those who are related to intellectual professions and academic forms of work. We have shown in the previous sections that, although to varying degrees depending on the countries, gender still structures access to academic positions. Based on the comparison between the case of USA and Morocco the results were approximately the same.

CONCLUSION

Analysis the patterns of gender inequality in academia and taking into account responses of survey contribute to compliment the persistence of gender inequality in universities even if it's not directly confirmed, the answers revealed the lack of gender equality within different universities and departments (Gender-equality measures focus on woman/man differences).

To improve the process of gender equality in academia we recommend that the future gender-equality project focus on a strong vision of local dynamics and their links to the wider regional and global political system. Critical knowledge of feminism can help pave the way to more dynamic and challenging outlooks on gender equalities in academia.

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