



**LEUPHANA**  
UNIVERSITÄT LÜNEBURG

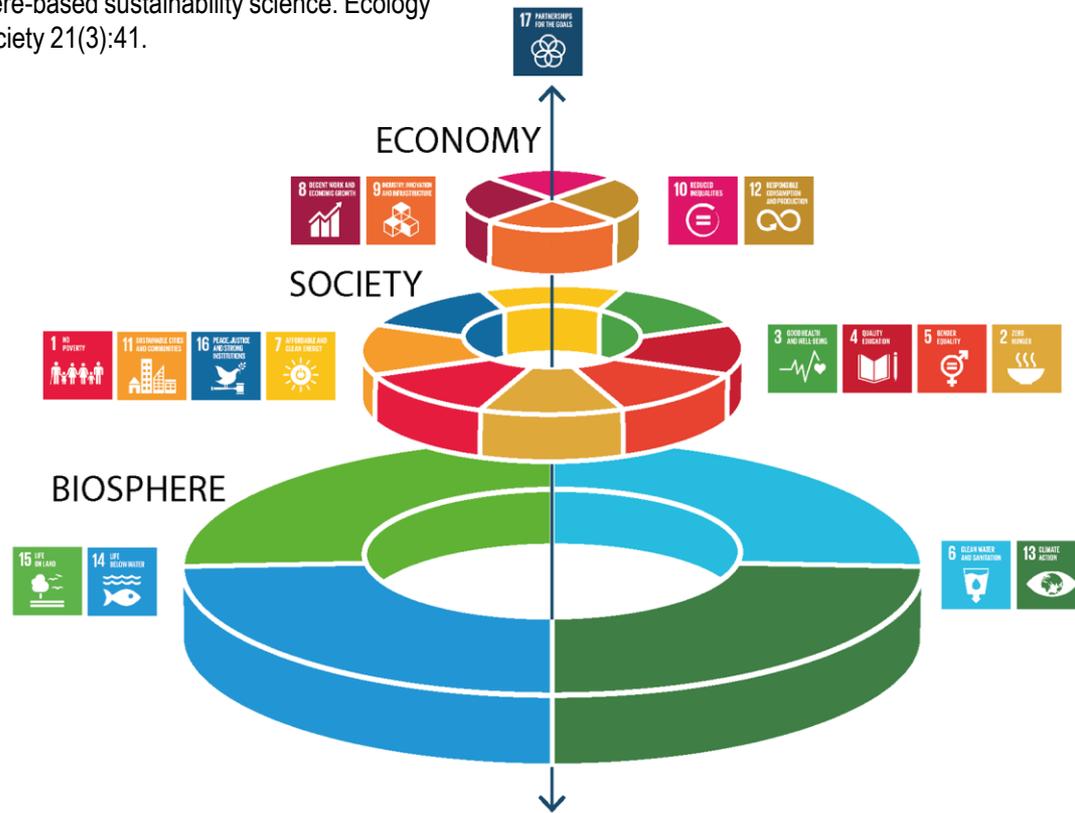
# Why gender matters in Sustainability Science?

## 10 MINUTEN – DIE DEN UNTERSCHIED MACHEN

**Berta Martín-López**

Institute for Ethics and Transdisciplinary  
Sustainability Research (IETSR)  
Faculty of Sustainability

Folke et al., 2016. Social-ecological resilience and biosphere-based sustainability science. *Ecology and Society* 21(3):41.



## Where Gender in Sustainability Science?

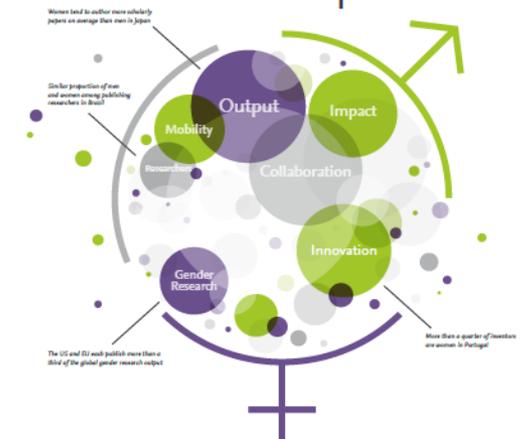
Equity as indispensable requirement for sustainability:

- Distributional
- Procedural

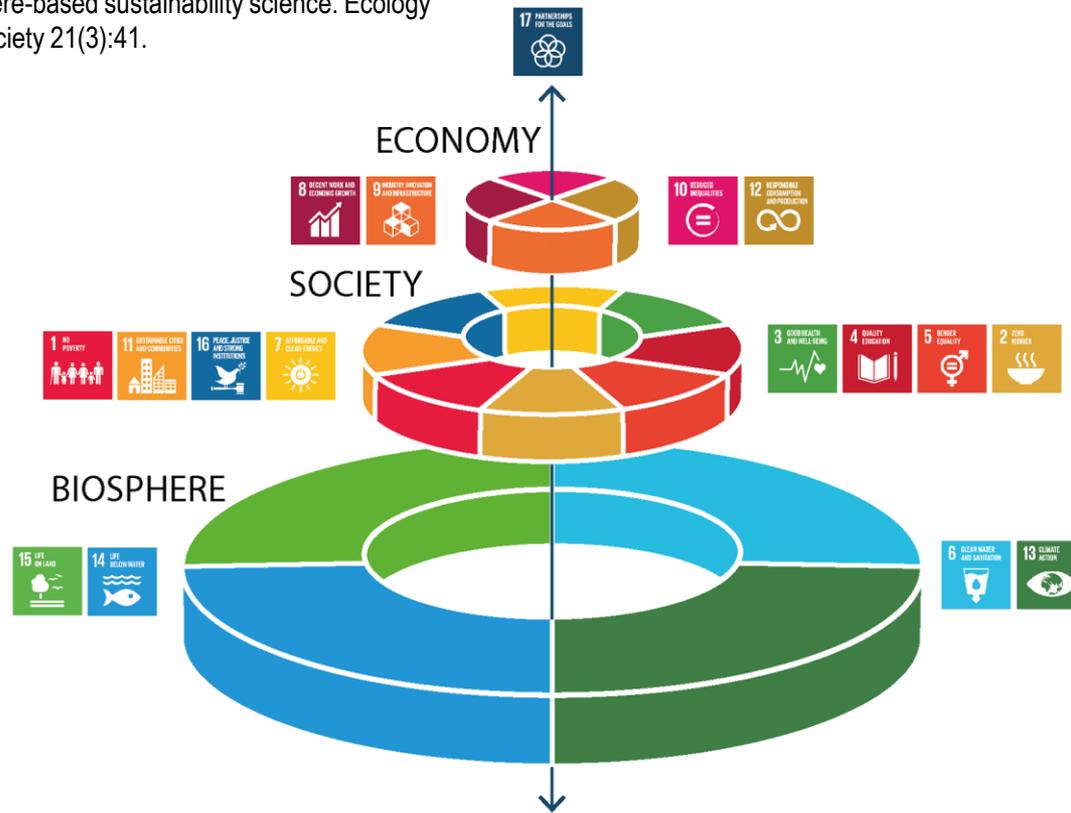
### Gender-Watch-System (Castaño et al. 2010):

- women's participation in research (**research by women**),
- research that responds to gender perspective (**research for women**),
- research that contributes to an enhanced understanding of gender in sustainability science (**research about women**)

### Gender in the Global Research Landscape



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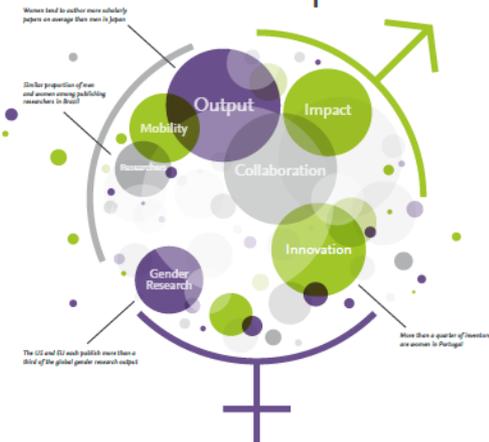
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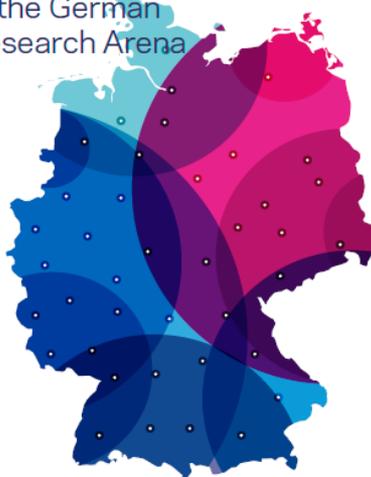
### Hypothesis:

We cannot reach Sustainability outputs if the process for building knowledge is not developed in equitable settings

# Gender in the Global Research Landscape



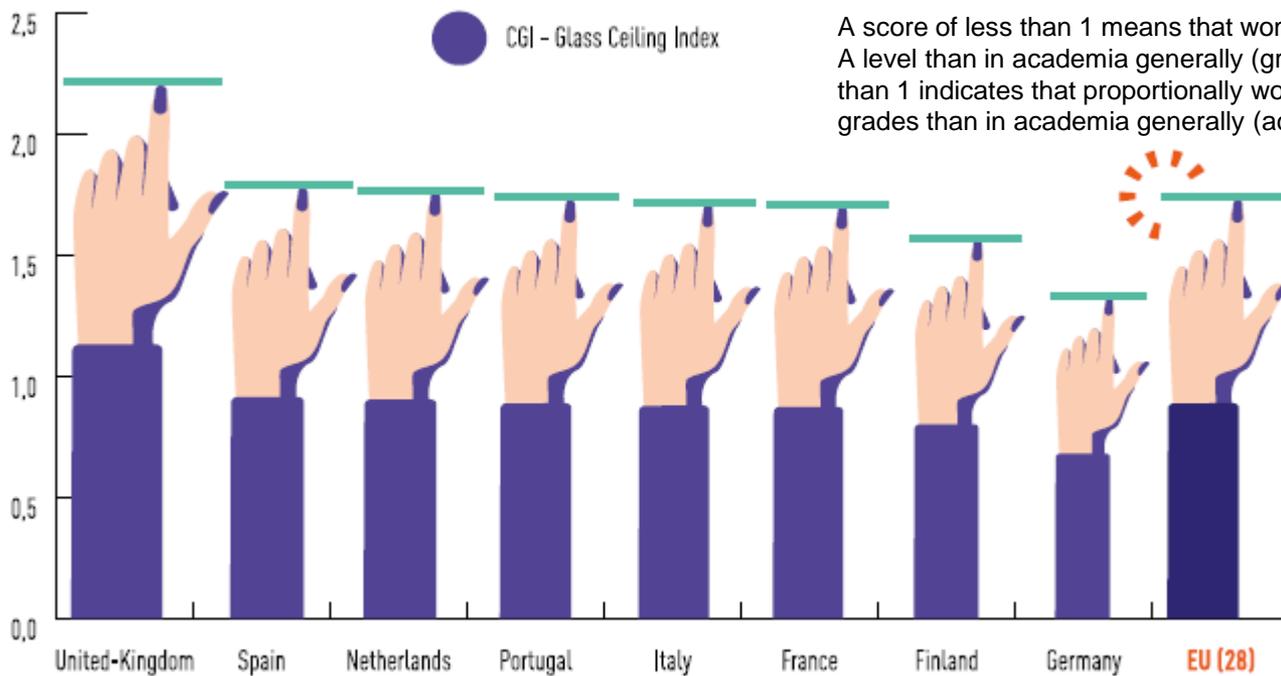
# MAPPING GENDER in the German Research Arena



# Gender Bias in (S) Science

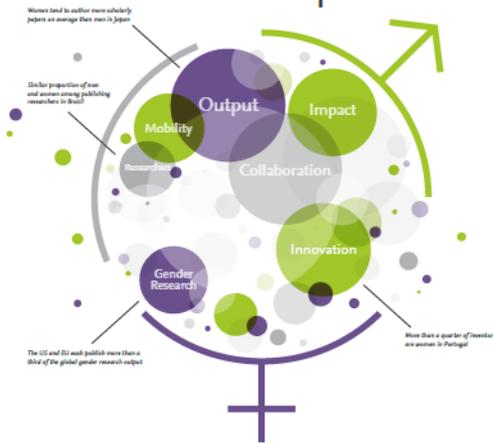


## Glass Ceiling



A score of less than 1 means that women are more represented at the grade A level than in academia generally (grades A, B, and C). A GCI score of more than 1 indicates that proportionally women are less represented in the top grades than in academia generally (across all grades).

# Gender in the Global Research Landscape



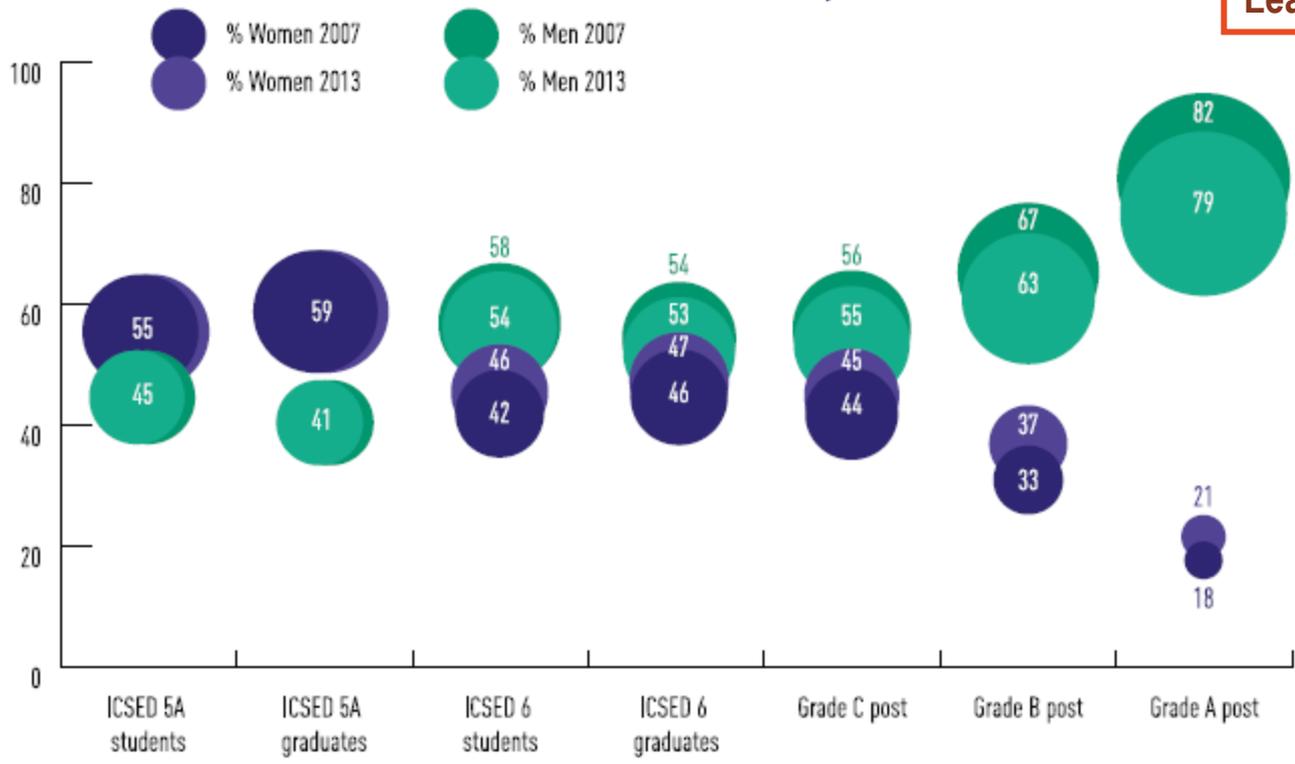
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# Gender Bias in (S) Science



## Leaky Pipeline



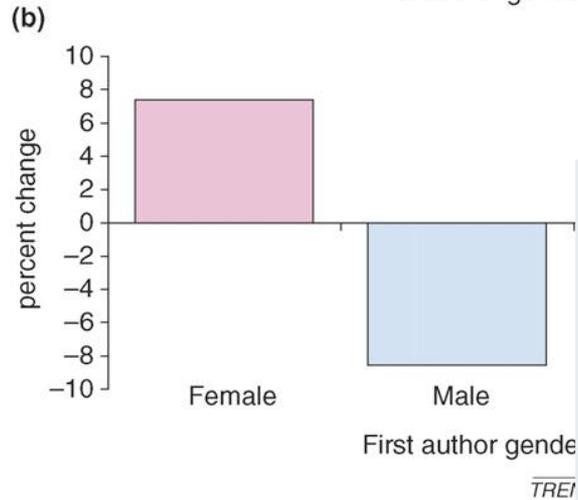
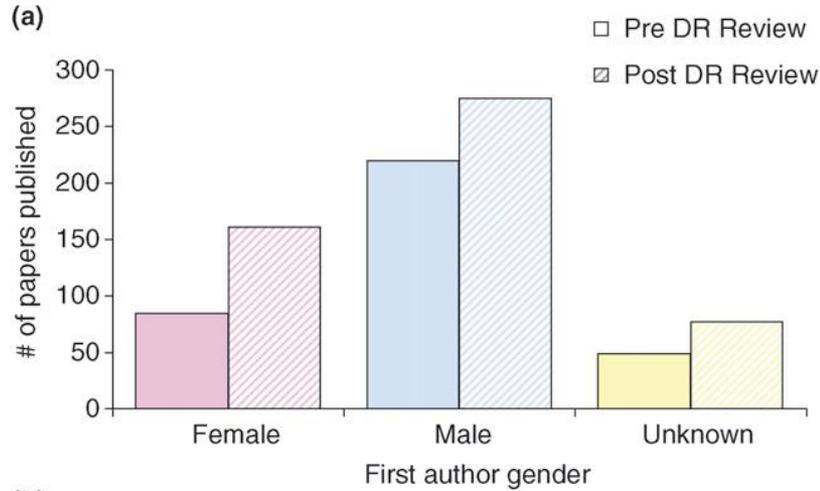
Women represent 55% of students, then 59% of graduates in the first level of university education.

Early career, they represent 44% of the academic staff.

They then hold 21% of "university professorship" type positions.

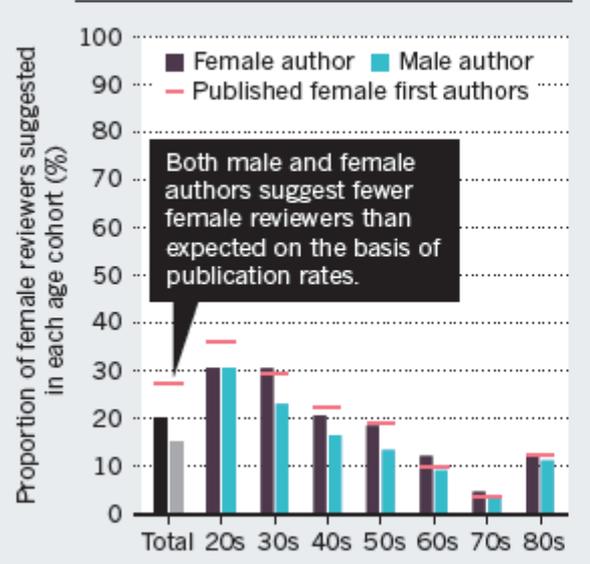
Budden et al. 2007. Double-blind review favours increased representation of female authors. TREE.

# Gender Bias in (S) Science

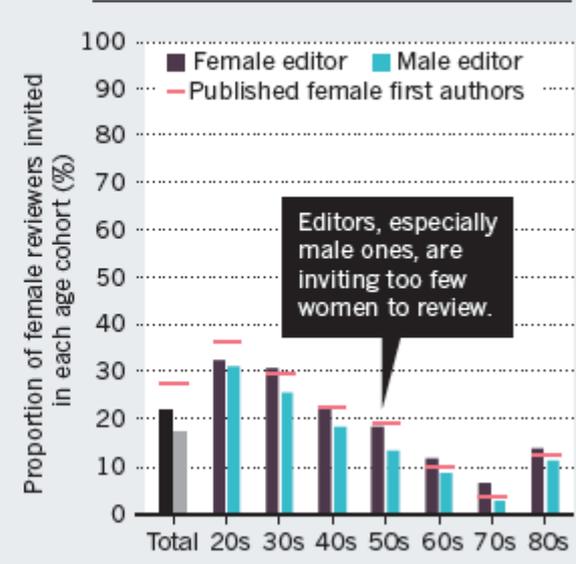


Lerback & Hanson 2017. Journals invite too few women to referee. Nature

**B** Female reviewers suggested by authors



**C** Female reviewers invited by editors

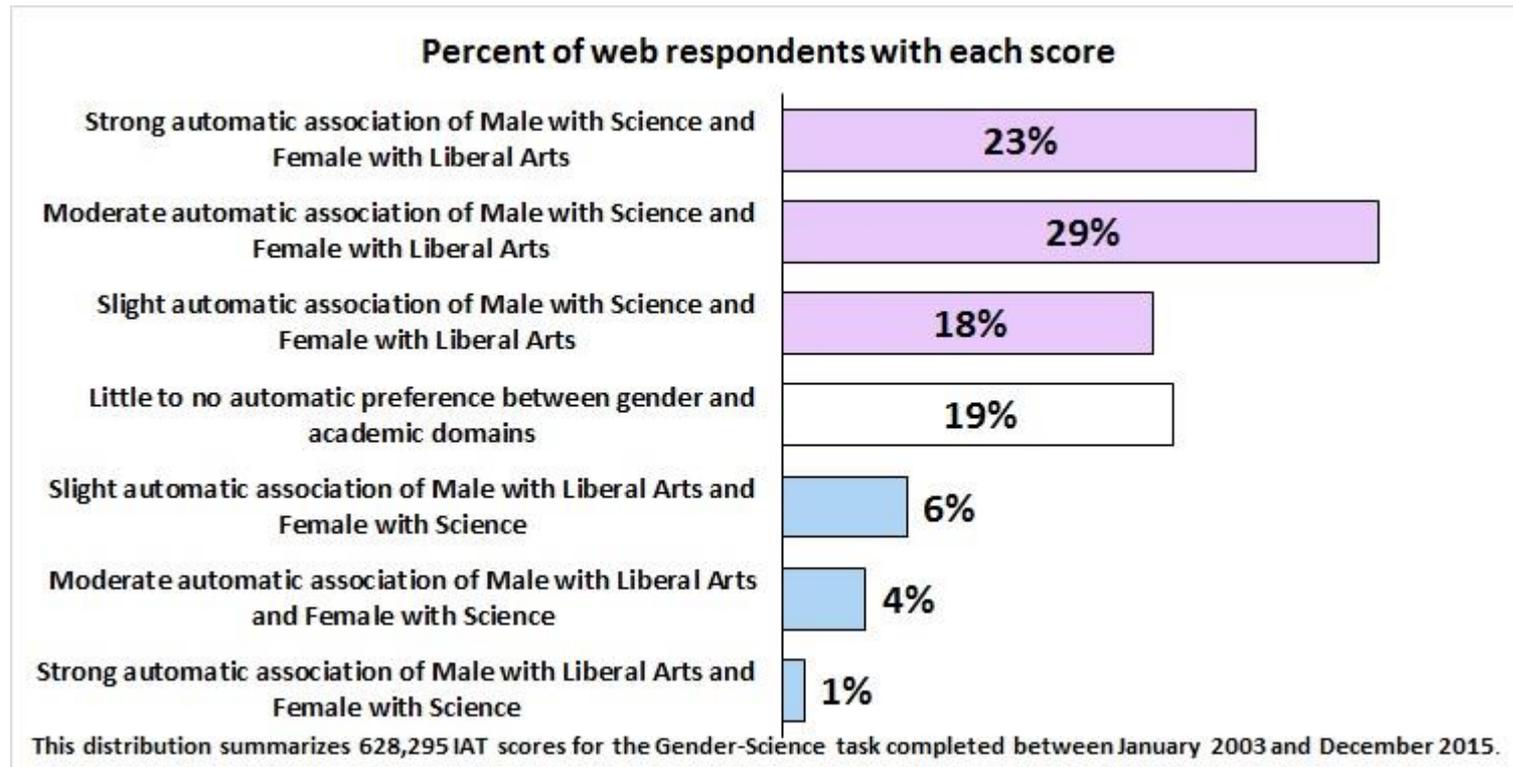


## Implicit bias

Daily attitudes that define and determine our understanding and actions in an unconscious manner

**“Just because there is not a conscious bias does not mean that it does not exist”** Gallagher, R. 2008 (The Scientist)

### *Implicit Association Test (IAT)*



<https://implicit.harvard.edu/implicit/selectatest.html>

## Exploring the color of glass: letters of recommendation for female and male medical faculty



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FRANCES TRIX AND CAROLYN PSENKA  
WAYNE STATE UNIVERSITY

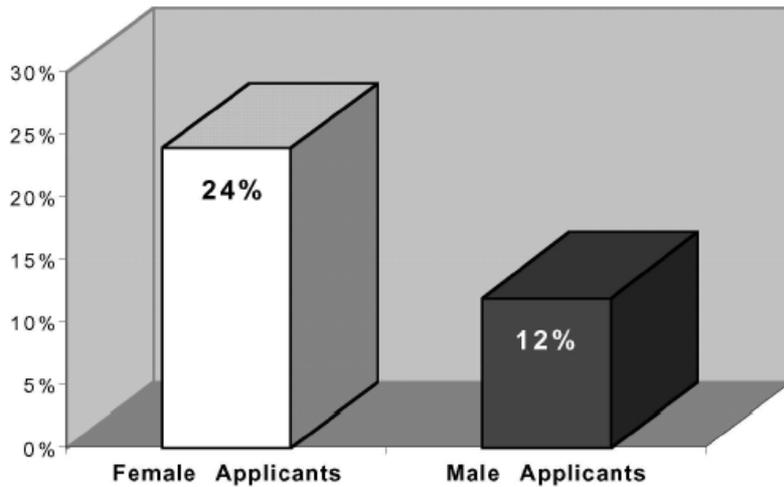


FIGURE 2. Percentage of letters with doubt raisers (negative language, hedges, potentially negative, unexplained, faint praise, irrelevancies)

*“While she has not been able to accomplish a lot in academic pulmonary medicine during the past few years due to career changes and other personal issues, she has continued to grow and mature (...) Her great gift for teaching, especially in small groups and one on one, is something that I know you will come to appreciate”*

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**“He is accomplished and intelligent”**  
**“She tries hard...”**

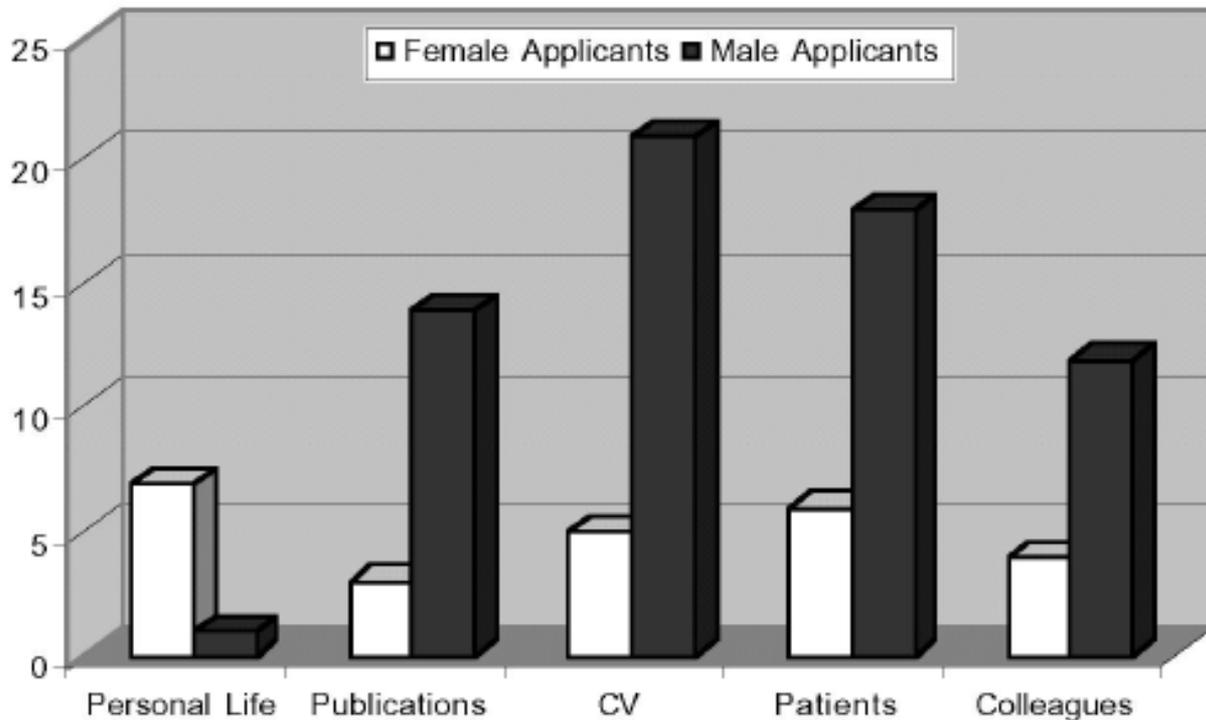
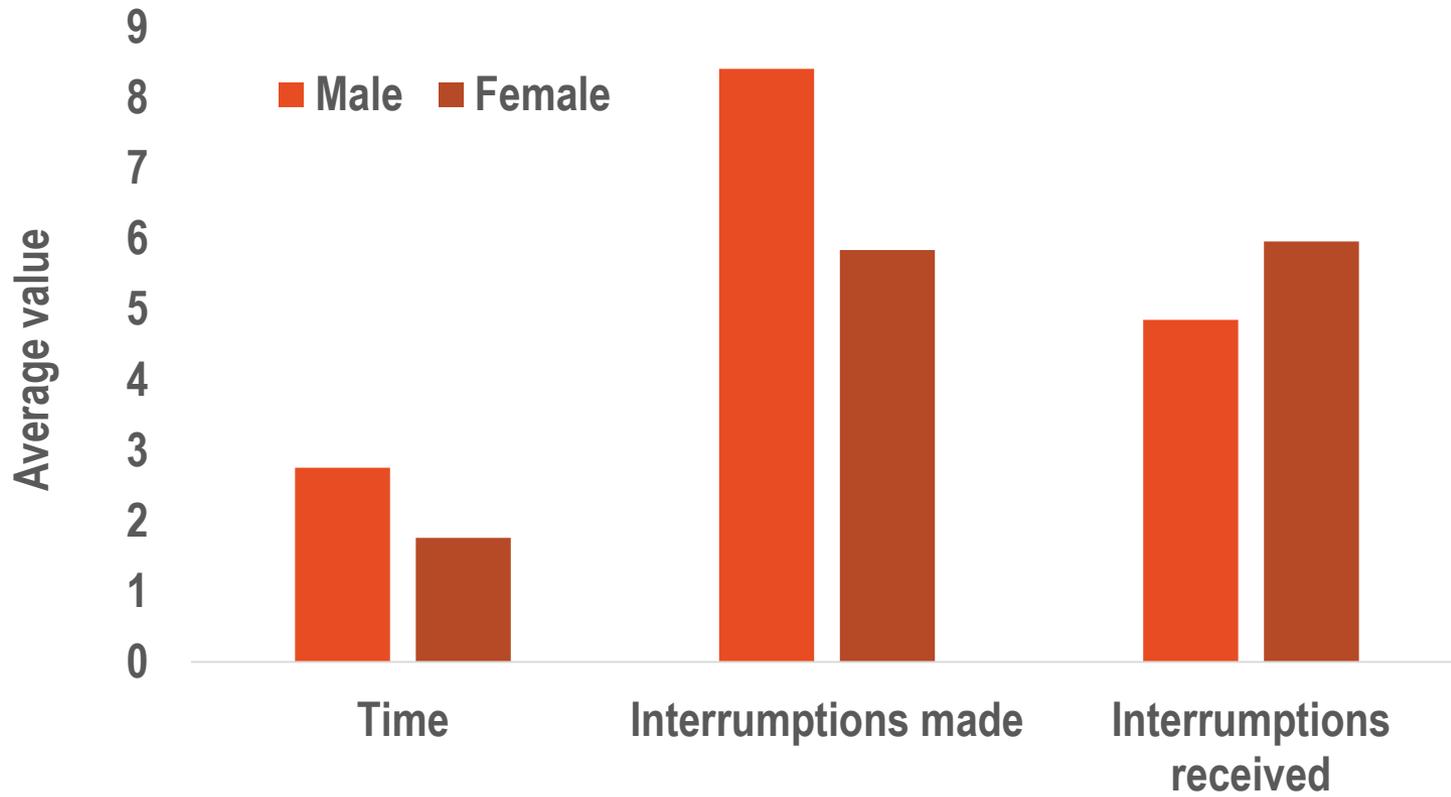


FIGURE 4. Distinctive semantic realms following possessives. Greatest contrasts across genders in equal number of letters ‘her personal life’; ‘his publications’

Introduction

‘Formal’ (in)equity

Microdynamics



# **Micro-dynamics matter for shaping Sustainability Science (MISS)**

**Collect data about gendered micro-dynamics in Sustainability Science**

- **N female-male as plenary speakers in SS conferences**
- **N female-male as members of Scientific Committees – Editorial Boards**
- **N interventions made by female-male scholars in conferences**
- **N interruptions made by female-male scholars in conf. – meetings**
- **Time used by female-male scholars in their interventions**
  
- **Language used about plenary lectures in Twitter by scholars (fem-male)**
- **Language used when introducing a plenary speaker – honorary award**

**Collect data about your(my)self**

**Collect daily experiences – narratives**

**Empower scholars to call out bias – Everyday training**