

## RELEVANT PUBLICATIONS 2017

**Nielsen, M. W. (2017). Reasons for leaving the academy: a case study on the “opt out” phenomenon among younger female researchers. *Gender, Work & Organization*, 24(2), 134-155.**

This study provides a contemporary case for exploring the assumed ‘opt out’ phenomenon among early-career female researchers. Based on rich data from a Danish case study, we adopt an integrated, holistic perspective on women's reasons for leaving the academy. We propose the concept of ‘adaptive decision-making’ as a useful analytical starting point for synthesizing structure- and agency-centred perspectives on academic career choices. Our study provides new insights into the myriad of structural and cultural conditions circumscribing the career ambitions and expectations of younger female (and male) researchers, at a critical transition point epitomized by high demands for scholarly productivity, international mobility and accumulation of social capital. Located within the context of Danish higher education, our study also adds to the current discussion of why academic gender stratifications persist in a country renowned for its leading international position on issues of societal gender equality.

**Hughes, C. C., Schilt, K., Gorman, B. K y Bratter, J. L. (2017). Framing the faculty gender gap: a view from STEM doctoral students. *Gender, Work & Organization*, 24(4), 398-416.**

Drawing on 48 interviews with science, technology, engineering and mathematics (STEM) doctoral students at a private research university in the United States (US), we examine how students make sense of the preponderance of men at the faculty level despite increasing gender parity among students. Students' primary explanatory frame, *historical bias*, suggests that the gender gap will disappear when enough women attain their doctorates (PhDs). Competing frames include *innate* and *constructed gender difference* and the perceived incompatibility between a woman's *body clock* and an academic *tenure clock*. We argue that the frames that students use to explain the gender gap shed light on the cultural context of STEM, which is characterized by a tension between the belief in a meritocratic system and the acknowledgement of structural inequality. We suggest that men and women's preference for explanations that preclude bias, in light of women students' own experiences with sexism in graduate school, contributes to the reproduction of inequality by rendering invisible structural barriers to gender equality.

**Savigny, H. (2017). Cultural sexism is ordinary: writing and re-writing women in academia. *Gender, Work & Organization*, 24(6), 643-655.**

When we ‘write women’ in academia, the focus in much of the literature to date has been to write *about* women. The focus of this article is the writing of women themselves; to give voice to women's experiences as constructors of knowledge. Through so doing this article uses writing as praxis; as a mechanism to disrupt, challenge and open a space for renegotiation of cultural norms within academic institutions. Based on qualitative data collection over a six-year period, this article writes women's experiences and unpacks the way in which cultural sexism has become an ordinary feature of women's academic lives. It also considers ways in which the underlying cultural interpretations of hegemonic masculinized structures may be re-written.

**Cortes, I., Karimi, N. y Alicea, Z. R. (2017). Neoliberalism and higher education: a collective autoethnography of brown women teaching assistants. *Gender and Education*, 29(1), 48-65.**

The neoliberal conceptualisation of institutions of higher education positions them as transnational corporations of knowledge production that sell services internationally. In this context, realities are experienced differently based on attributes such as class, gender, race, region, and increasingly religion. As a result, women in academia, but particularly Brown Women Teaching Assistants (TAs), encounter restrictions in exercising their agency. This systematic othering of minority women through unfair assessment of their work and the silencing of their voices leaves them in a de-powered and vulnerable position. As women of colour in higher education, we draw upon comparable and unique life stories as a data source for a collaborative autoethnography. Furthermore, we adopt an arts-based lens through which we make sense of our narratives. Our aggregated stories reflect a constant negotiation for status as TAs in businessdriven institutions of higher education.

**Redmond, P., Gutke, H., Galligan, L., Howard, A. y Newman, T. (2017). Becoming a female leader in higher education: investigations from a regional university. *Gender and Education*, 29(3), 332-351.**

Issues of gender imbalance in leadership have long been a significant issue in universities, as is the case across most industries. This paper explores the experiences of seven females who have successfully achieved senior leadership positions at a regional university in Australia. While the experiences of these women differ in many ways, there are certainly similarities in the challenges and adversities that they have faced, and their perceptions of what has allowed them to experience success in their leadership roles. This paper provides a number of recommendations for women aspiring to be leaders in higher education, such as committing to ongoing development, taking opportunities when presented, developing resilience, developing a track record, and seeking support, and also recommendations for institutions.

**Burke, P. J. (2017). Difference in higher education pedagogies: gender, emotion and shame. *Gender and Education*, 29(4), 430-444.**

This paper draws attention to gendered inequalities in relation to pedagogic participation, the politics of difference and the concept of 'shame'. I use the term 'pedagogic participation' to illuminate the relationship between formations of difference, policy concerns to improve 'equity' and higher education participation in and across contested pedagogical spaces. Engaging feminist critiques and analyses of pedagogical practices and 'inclusion', I consider possibilities for creating 'parity of participation' in relation to the social justice struggles of redistribution, recognition, representation and embodied subjectivities. How might students and teachers create spaces for the parity of participation across and among these three inter-related social justice domains and formations of difference in ways that acknowledge the lived and embodied politics of emotion and shame? Through exploring this question, I aim to re/imagine difference as a critical resource for opening up ethical, praxis-based pedagogical spaces and relations.

**Misiaszek, L. I. (2017). Online education as “vanguard” higher education: exploring masculinities, ideologies, and gerontology. *Gender and Education*, 29(6), 691-708.**

Drawing inspiration from Clegg’s [2008. “Femininities/masculinities and a Sense Self – Thinking Gendered Academic Identities and the Intellectual Self.” *Gender and Education* 20 (3): 209–221, 241] statement that ‘less traditional universities and areas of course provision and research might be important sites to investigate in relation to academic identity’, I undertake a single strategic case study of an expert, older, male critical educator, employed as an instructor in two ‘less traditional’, for-profit settings: one online university and one brick and mortar university. The article departs from a theoretical consideration of ‘future directions’ of three subfields: masculinities and higher education (HE) from critical and feminist perspectives, masculinities (and other identities) online (through the Internet research subfield of gender and technology), and masculinities and aging from critical and feminist gerontological perspectives. It employs the methodological strategy of ‘sketches’, arguing that these settings, which appear to position critical and feminist pedagogues in the proverbial ‘belly of the beast’, are important spaces in which to explore how a critical pedagogue navigates ‘less traditional’ HE settings.

**Phipps, A. (2017). (Re)theorising laddish masculinities in higher education. *Gender and Education*, 29(7), 815-830.**

In the context of renewed debates and interest in this area, this paper reframes the theoretical agenda around laddish masculinities in UK higher education, and similar masculinities overseas. These can be contextualised within consumerist neoliberal rationalities, the neoconservative backlash against feminism and other social justice movements, and the postfeminist belief that women are winning the ‘battle of the sexes’. Contemporary discussions of ‘lad culture’ have rightly centred sexism and men’s violence against women: however, we need a more intersectional analysis. In the UK a key intersecting category is social class, and there is evidence that while working-class articulations of laddism proceed from *being dominated* within alienating education systems, middle-class and elite versions are a reaction to *feeling dominated* due to a loss of gender, class and race privilege. These are important differences, and we need to know more about the conditions which shape and produce particular performances of laddism, in interaction with masculinities articulated by other social groups. It is perhaps unhelpful, therefore, to collapse these social positions and identities under the banner of ‘lad culture’, as has been done in the past.

**Lester, J., Sallee, M. y Hart, J. (2017). Beyond gendered universities? Implications for research on gender in organizations. *NASPA Journal About Women in Higher Education*, 10(1), 1-26.**

The purpose of this study is to understand the extent to which Acker’s (1990) concept of gendered organizations frames extant scholarship and to explore the implications of using this framework to address gender inequities in organizational life, and particularly in academe. Through a systematic analysis of articles, we found that while Acker’s work is highly cited, few studies use Acker’s theory as it was originally intended. We also identified limitations of Acker’s theory as well as the ways in which scholars have applied it in their own work. We argue the need for scholars who are informed by Acker to engage with all aspects of her theory and push it in new directions. We also challenge scholars of gender and organizations to integrate

multiple, and perhaps more complicated, frameworks in order to understand academe in more nuanced ways and to generate new ideas to enhance social justice.

**Marine, S. B., Helfrich, G. y Randhawa, L. (2017). Gender-inclusive practices in campus women's and gender centers: benefits, challenges, and future prospects. *NASPA Journal About Women in Higher Education*, 10(1), 45-63.**

Women's and gender centers have provided a home for feminist activism, education, and empowerment on the college campus since the 1970s. Recently, some women's and gender centers have undertaken practices of gender inclusion—expanding their missions and programming to include cisgender men and trans\* people of all genders. This exploratory study sought to document these practices and to give voice to the challenges and benefits that centers derive from including those who do not identify as women in their work. Twenty professional staff at campus-based women's and gender centers were interviewed for this study. Participants described how they are enacting gender inclusivity and named the benefits of bringing people of all genders into the work of advancing gender equity on campus, such as increased numbers of students actively participating in the center's work and broadening the dialogue on women's issues. Challenges included an ongoing need to protect women's space for empowerment and the stress of an increased workload due to expanded programming. Overall, participants were positively inclined toward gender inclusion and felt it represented new and exciting possibilities for coalitional awareness and change on campus.

**O'Meara, K., Fink, J., White-Lewis, D. K. (2017). Who's looking? Examining the role of gender and rank in faculty outside offers. *NASPA Journal About Women in Higher Education*, 10(1), 64-79.**

Outside offers, defined as comparable offers of employment at another organization, are means by which faculty determine their relative market worth and increase their salary at their home institution. Despite the career advantages associated with outside offers, little is known about the groups of faculty most likely to receive them. For example, given unexplained pay differences between men and women faculty at research universities, it is important to understand whether there are gender differences in who receives outside offers. This study used survey data from (n = 784) faculty respondents at a large, public university and exploratory logistic regression to examine the relationship between receiving outside offers and gender, partner status and having dependents, rank, and time in rank. Key findings suggested that rank was associated with outside offers, with those in higher ranks more likely to receive outside offers. Men were more likely to receive outside offers than women. We draw implications from this exploratory study for future research and for constructing retention policies that do not unintentionally disadvantage certain subsets of faculty.

**Dalpra, A. y Vianden, J. (2017). "Two totally different people": dissonance of intersecting identities in white college women. *NASPA Journal About Women in Higher Education*, 10(1), 80-95.**

This phenomenological study explored the intersecting privileged (racial) and oppressed (gender) identities of eight White college women. Through three interviews, this study aimed to understand how the participants experience socially conflicting identities. Findings indicated that the participants felt more connected to their gender than their race. In addition,

participants experienced dissonance when considering how their gender and racial identities work to form a holistic self. Implications for student affairs research and practice are shared.

**Magel, R. C., Doetkott, C. y Cao, L. (2017). A study of the relationship between gender, salary, and student ratings of instruction at a research university. *NASPA Journal About Women in Higher Education*, 10(1), 96—117.**

Salary studies in the United States and some other countries show a gap between male and female faculty salaries in higher education that widens over time. The present study examines one possible explanation, particularly at research universities, by examining changes in faculty salaries in relation to student ratings of instruction. Student ratings of instruction are often used to evaluate teaching effectiveness. The present study uses data on salaries and student ratings of instruction for every tenured and tenure-track faculty member teaching at least one class during the 2008–2009 academic year at one research university in the Midwest. A regression analysis was conducted regressing faculty salaries on a standardized version of a student rating of instruction variable while controlling for other variables such as market salary, rank, and whether or not the faculty member was in a STEM discipline. As student ratings of instruction increased for male faculty, their salary went up, whereas when student ratings of instruction increased for female faculty, their salary went down. Further information was gathered at the same Midwest university on a work-life survey. Female faculty wanted to spend a significantly lower proportion of their time on teaching than they actually spent compared to male faculty

**Hirshfield, L. E. (2017). “I don’t know everything, but Ethan would know”: language, expertise, and the cultural mismatch for women scientists. *NASPA Journal About Women in Higher Education*, 10(1), 118-137.**

Using participant observation and interview data, the author explores interactional styles that men and women chemists-in-training (graduate students and postdoctoral fellows) use to navigate expertise within their research groups. The author finds that men are more likely than women to employ styles that feature their expertise when in group situations, while women are more likely to minimize theirs. Specifically, the author discusses peer-to-peer challenges and gender differences in self-deprecating comments, as well as the consequences of these tactics for success in the natural sciences.

**Hotchkins, B. (2017). Black women students at predominantly white universities: narratives of identity politics, well-being and leadership mobility. *NASPA Journal About Women in Higher Education*, 10(2), 144-155.**

This narrative inquiry study uses personal experiences as a method of ethnographic research among Black women student leaders. The collegiate life stories of six African American women undergraduates experiencing gender/racial battle fatigue are described and analyzed. Combined are participant journaling, lived experiential interviews, and organizational observations within various organizational situations. Participants’ narratives are presented to understand the process of enacting leadership within varied organizational contexts while experiencing racial and gender-racialized aggressions. A three-dimensional narrative inquiry is utilized to restory field texts. In this instance, narrative inquiry is applied to demonstrate how participants respond to the effects of cumulative racial stressors in ways that positively influence their practice of leadership. Emergent themes were as follows: (a) buffered leadership and (b)

holistic leadership. Participants spoke of avoiding gender-racialized aggression by using buffered leadership to create proximal distance between themselves and adverse racial interactions with White males. Participants used holistic leadership to describe nuanced Black womanhood to White women peers to dismantle stereotypes and increase rapport.

**Miller, E. J. (2017). Black girls rock: the impact of integration and involvement on the success of black college women. *NASPA Journal About Women in Higher Education*, 10(2) 156-166.**

Given that individual and institutional characteristics are suggested to work collectively in promoting optimal student success, the purpose of this quantitative study was to understand factors that contribute to the success of Black college women at predominantly White institutions (PWIs). Of particular interest was the relationship between self-reported gains of Black women and the level of social integration and student involvement these women reported. The College Student Experiences Questionnaire (CSEQ) was used to analyze a purposeful sample of 736 Black undergraduate women who completed the survey between 2005 and 2010. Statistical analyses, including multiple regression tests and Pearson product moment correlations, were conducted to examine relationships between social integration, student involvement, and self-reported gains. Results of the analyses indicated that each of the variables was positively correlated, statistically significant, and that social integration had a stronger relationship to each of the self-reported gains factors than student involvement.

**Roland, E. y Agosto, V. (2017). Black women resident assistants: seeking and serving as bridges, mentors, advisors, filters, and community builders. *NASPA Journal About Women in Higher Education*, 10(2), 186-201.**

This article reports on a phenomenographic study of Black women undergraduates who were resident assistants in a predominantly White institution (PWI) of higher education. Critical race feminism, namely intersectionality, was used to explore how they navigated the responsibilities of their position and social identities. Findings are that participants navigated the resident assistant leadership role and their social identities by (a) engaging in relational service, (b) tentatively negotiating the expression of their social identities and related oppressions, and (c) seeking support responsive to their multiply intersecting social identities. How they navigated their status identities and social identities varied according to their sense of obligation to serve residents and sense of risk in expressing (some) social identities and related experiences. Recommendations for continued professional leadership development of resident assistants are provided.

**Dortch, D. y Patel, C. (2017). Black undergraduate women and their sense of belonging in STEM at predominantly white institutions. *NASPA Journal About Women in Higher Education*, 10(2), 202-215.**

Because little work exists on the sense of belonging focusing on just Black undergraduate women in science, technology, engineering, and math (STEM), especially at highly selective predominantly white institutions (PWIs), this study takes a phenomenological approach to understand the lived experiences of Black undergraduate women in STEM by exploring how racial and gendered microaggressions influence how three African American women majoring in the sciences experience sense of belonging at PWIs. A phenomenological inductive analysis

was used to compile the research findings, which indicated that racial and gender discrimination, isolation, marginalization, and alienation resulting from microaggressions occurred. Implications for inclusive practices are discussed.

**Ward, K. y Wolf-Wendel, L. (2017). Mothering and professing: critical choices and the academic career. *NASPA Journal About Women in Higher education*, 10(3), 229-244.**

When is a good time to have children? Where is a good place to raise a family? Should I work full time? These and other questions are common for faculty looking to combine work and family. In this article, we use feminist theory to analyze data from a longitudinal study of women faculty to explore the critical choices women as mothers make about academic careers.

**West, N. M. (2017). Withstanding our status as outsiders-within: professional counterspaces for African American women student affairs administrators. *NASPA Journal About Women in Higher Education*, 10(3), 281-300.**

Although engagement in social and academic counterspaces has been studied as a strategy used by African American college students to withstand racially inhospitable campus climates, very little research documents the impact of professional counterspaces on African American women student affairs administrators. The purpose of this basic interpretive qualitative study was to explore how consistently participating in the African American Women's Summit (AAWS), a professional development program in the United States designed by and for African American women student affairs administrators (i.e., a professional counterspace), assisted these women working at PWIs to withstand their status as outsiders-within. Findings revealed three primary ways participants benefited from participating in the AAWS: identification and validation of oppressive experiences, dissemination of strategies to resist oppressions, and fortification of African American women's standpoint. Based upon the findings of this study, it can be presumed that African American women in higher education may be better equipped to identify (and thus better prepared to respond to) microaggressive incidents, find greater access to survival and success strategies, and develop a healthier standpoint when engaged in culturally homogenous professional counterspaces that are developed by and for themselves.

**Mena, J. A. y Vaccaro, A. (2017). "I've struggled, I've battled": invisibility microaggressions experienced by women of color at a predominantly white institution. *NASPA Journal About Women in Higher Education*, 10(3), 301-318.**

This study used critical ethnography to document microaggressions experienced by women Staff and Faculty of Color at a predominantly White institution of higher education. This article focuses on invisibility, a specific type of microaggression, which emerged as a prominent finding. Participant narratives explicated three manifestations of environmental microaggressions (campus, disciplinary/professional, and community invisibility) and two forms of interpersonal microaggressions (professional and leadership invisibility). Recommendations for higher education professionals are provided.

**Pétursdóttir, G. M. (2017). Fire-raising feminists: embodied experience and activism in academia. *European Journal of Women's Studies*, 24(1), 85-99.**

Sexual violence of various forms, be it sexual harassment or sexual abuse, perpetrated by male professors against their female students has gained societal visibility through media broadcasts.

This article tells the tale of the 2013 recruitment to the University of Iceland of a former political party leader, minister and ambassador. He was publicly called out in 2012 for his alleged sexual offences, perpetrated some years earlier. The story is told from two different viewpoints: from that of the media and from the article author's own standpoint as assistant professor in gender studies with co-responsibility for his de-recruitment. In the media story, opinion leaders from the political, judicial and media spheres take centre stage. The author thus utilizes the concepts patriarchal homosociality and influencers. Based on the findings from the media analyses, the author lays out her defence and justification, using embodiment as the core of her argument. She draws on black feminist knowledge validation processes, more specifically, the ethic of caring and personal accountability. Furthermore, she explores affective feminist pedagogy, i.e. connecting mind and body through self-actualization. By contrasting the two accounts, that of the media and her own feminist standpoint, the author sheds light on the role that influencers play in preserving patriarchal power and the status quo against 'fire-raising feminists' in academia and society at large.

**Dorenkamp, I. y SüB, S. (2017). Work-life conflict among young academics: antecedents and gender effects. *European Journal of Higher Education*, 7(4), 402-423.**

Aligning work and private life is a significant challenge for young academics because of demanding working conditions (e.g. high workload, low job security). It is particularly strong for young female academics due to growing family responsibilities. Our study aims to identify the factors influencing the work-life conflict of young academics and to test whether their effects are different according to gender. Thereby we differentiate between a conflict that arises in the work domain (work-to-life conflict) and a conflict that has its origins in the private-life domain (life-to-work conflict). Our analysis of an online survey in Germany shows that career insecurity and lacking mentor support increases both types of conflicts. Excessive working hours and attempts to segment work and private life increase the work-to-life conflict, while children increase a life-to-work conflict. We find that young female academics experience the conflict-intensifying effects of long work hours and lack of mentor support more strongly than their male counterparts do.

**Cattaneo, M., Horta, H., Malighetti, P., Meoli, M. y Paleari, S. (2017). Effects of the financial crisis on university choice by gender. *Higher Education*, 74, 775-798.**

This study analyses the university choices of male and female students in Italy over the 2003–2012 period and for two sub-periods before (2003–2008) and after (2009–2012) the 2008 financial crisis. The analysis is guided by human capital, signalling and preference theories and implemented through a competing destinations model that controls for the socio-economic features of both the region of origin and destination. The findings show that in the post-crisis period, males became more career-oriented in their university choices due to increasingly constrained and competitive labour markets. The constrained post-crisis labour markets led females to focus more on the educational experience than on future employability prospects. Our results suggest that the financial crisis maintained or even widened gendered social roles as they relate to university choices; specifically, males assumed an even greater career-centred family role, whereas females adopted more adaptive lifestyles that potentially place them at a disadvantage in the labour market and in society in years to come.



**Liu, Y. (2017). Women rising as half of the sky? An empirical study on women from the one-child generation and their higher education participation in contemporary China. *Higher Education, 74*, 963-978.**

This article explores the changing dynamics between gender, cultural capital and the state in the context of higher education expansion in contemporary China. With a particular focus on the one-child generation and women's opportunities and aspirations, I draw upon empirical evidence from a first-hand survey study and in-depth semi-structured interviews with female undergraduates from one-child families in 2007. The findings from the survey study suggest that singleton status might mediate the impact of socioeconomic status and cultural capital on students' academic performance and elite opportunities. The qualitative interview data provide further evidence on how singleton women's aspirations are related to their socioeconomic and cultural backgrounds. The most significant finding is concerned with singleton girls' strategy of applying for Chinese Communist Party membership as a way to minimize their social and gender disadvantages. I argue that there emerges a bottom-up approach of women empowerment through qualifications and political selection during China's transition. Political selection is dressed up in seemingly meritocratic selection, thus becoming more appealing to female undergraduates who, in turn, take advantage of party membership to add a silver lining of political loyalty to higher education qualifications.

**Conger, D. y Dickson, L. (2017). Gender imbalance in higher education: insights for college administrators and researchers. *Research in Higher Education, 58(2)*, 214-230.**

University administrators often strive for racial, socioeconomic, and geographic diversity in their student populations. Today, administrators face a new demographic challenge as women increasingly outnumber men in applications, enrollments, and graduation rates. This article discusses the causes and potential consequences of the growing gender imbalance and the legality of admissions policies that attempt to restore balance by giving preference to males. Using multiple analytic approaches, we test whether a public institution with increasing female enrollments responded by giving preferences in admissions to males. We conclude with insights for administrators and researchers.

**Johnson, I. Y. y Muse, W. B. (2017). Choice of academic major at a public research university: the role of gender and self-efficacy. *Research in Higher Education, 58(4)*, 365-394.**

Females are underrepresented in certain disciplines, which translates into their having less promising career outlooks and lower earnings. This study examines the effects of socioeconomic status, academic performance, high school curriculum and involvement in extracurricular activities, as well as self-efficacy for academic achievement on choices of academic disciplines by males and females. Disciplines are classified based on Holland's theory of personality-based career development. Different models for categorical outcome variables are compared including: multinomial logit, nested logit, and mixed logit. Based on the findings presented here, first generation status leads to a greater likelihood of choosing engineering careers for males but not for females. Financial difficulties have a greater effect on selecting scientific fields than engineering fields by females. The opposite is true for males. Passing grades in calculus, quantitative test scores, and years of mathematics in high school as well as self-

ratings of abilities to analyze quantitative problems and to use computing are positively associated with choice of engineering fields.

**Guarino, C. M. y Borden, V. M. H. (2017). Faculty service loads and gender: are women taking care of the academic family? *Research in Higher Education*, 58(6), 672-694.**

This paper investigates the amount of academic service performed by female versus male faculty. We use 2014 data from a large national survey of faculty at more than 140 institutions as well as 2012 data from an online annual performance reporting system for tenured and tenure-track faculty at two campuses of a large public, Midwestern University. We find evidence in both data sources that, on average, women faculty perform significantly more service than men, controlling for rank, race/ethnicity, and field or department. Our analyses suggest that the male-female differential is driven more by internal service—i.e., service to the university, campus, or department—than external service—i.e., service to the local, national, and international communities—although significant heterogeneity exists across field and discipline in the way gender differentials play out.

**Sax, L. J., Lehman, K. J., Jacobs, J. A., Kanny, M. A., Lim, G., Monje-Paulson, L. y Zimmerman, H. B. (2017). Anatomy of an enduring gender gap: the evolution of women's participation in computer science. *The Journal of Higher Education*, 88(2), 258-293.**

Given growing interest in computing fields, as well as a longstanding gender gap in computer science, this study used nationwide survey data on college students during 4 decades to: (a) document trends in aspirations to major in computer science among undergraduate women and men; (b) explore the characteristics of women and men who choose to major in computer science and how this population has evolved over time; and (c) identify the key determinants of the gender gap in the selection of computer science majors during the past 4 decades. The data included 8 million students attending 1,225 baccalaureate-granting institutions from 1971 to 2011, with selected-year multivariate analyses of 18,830 computer science majors (and 904,307 students from all other majors). The results revealed heavy fluctuations in students' interest in computer science from 1971 to 2011, with trends highlighting a significant downturn between the late 1990s and 2011 as well as a persistent, sizeable underrepresentation of women across all years. The study also showed that while some of the traditional explanations for the gender gap in computer science held true, there have been distinctive shifts in who pursues computer science and why some students may be particularly interested in or dissuaded from the major.

**O'Meara, K., Kuvaeva, A., Nyunt, G., Waugaman, C. y Jackson, R. (2017). Asked more often: gender differences in faculty workload in research universities and the work interactions that shape them. *American Educational Research Journal*, 20(10), 1-33.**

Guided by research on gendered organizations and faculty careers, we examined gender differences in how research university faculty spend their work time. We used time-diary methods to understand faculty work activities at a microlevel of detail, as recorded by faculty themselves over 4 weeks. We also explored workplace interactions that shape faculty workload. Similar to past studies, we found women faculty spending more time on campus service, student advising, and teaching-related activities and men spending more time on research. We also found that women received more new work requests than men and that men and women

received different kinds of work requests. We consider implications for future research and the career advancement of women faculty in research universities.

**Ahmad, S. (2017). Family or future in the academy? *Review of Educational Research*, 20(10), 1-36.**

This article critically reviews recent literature on the relationship between family formation and academic-career progression, emphasizing obstacles women face seeking a tenured position and beyond. Evidence indicates that the pipeline model is dominated by “ideal worker” norms. These norms impose rigid, tightly coupled, sequential, time-bound requirements on aspiring academics, making the raising of young children and advancing an academic career incompatible. Studies indicate that women with PhDs and young children are disproportionately more likely to leak out of the tenure-track pipeline. Lack of family friendliness is one of the chief reasons why women opt out of tenure-track careers. One way to increase the proportion of tenured women is to adapt the pipeline model by bolstering institutional work–family policies and providing child care centers. Departmental leaders can ensure that making use of work–family policies does not negatively affect tenure decisions. Collecting longitudinal data to evaluate how well policies are working is critical.

**McMaster, N. c. (2017). Who studied STEM subjects at A level and degree in England? An investigation into intersections between students’ family background, gender and ethnicity in determining choice. *British Educational Research Journal*, 43(3), 528-553.**

The relative lack of students studying post-compulsory STEM (Science, Technology, Engineering and Mathematics) subjects is a key policy concern. A particular issue is the disparities in uptake by students’ family background, gender and ethnicity. It remains unclear whether the relationship between student characteristics and choice can be explained by academic disparities, and whether students’ background, gender and ethnicity interact in determining university subject choices, rather than simply having additive effects. I use data from more than 4000 students in England from ‘Next Steps’ (previously the LSYPE) and logistic regression methods to explore the interacting relationships between student characteristics and subject choice. There are four main findings of this study. Firstly, disparities by students’ ethnicity are shown to increase when controlling for prior attainment. Secondly, family background indicators are differentially related to uptake for male and female students, with parents’ social class and education larger predictors of choice than financial resources. Thirdly, gender, ethnicity and family background interact in determining choices. Particularly, as socio-economic position increases, young women are more likely to choose STEM over other high-return subjects. Finally, associations between student characteristics and subject choices, including interactions, largely persisted when accounting for A-level choices. Implications for policy and future research are discussed.

**Jaeger, A. J., Hudson, T. D., Pasque, P. A., Ampaw, F. D. (2017). Understanding how lifelong learning shapes the career trajectories of women with STEM doctorates: the life experiences and role negotiations (LEARN) model. *The Review of Higher Education*, 40(4), 477-507.**

We developed the Life Experiences and Role Negotiations (LEARN) Model of the Career Trajectories of Women STEM Doctorates to shift the current research paradigm on women in

STEM from explaining gender differences in career/educational outcomes and decisions at particular points to understanding how cumulative learning shapes career decisions across a lifespan. Our model is based on a comprehensive view of the historical and contemporary literature and has the potential to guide future research and new interventions. This model adds the missing longitudinal dimension to the study of women's careers and deepens our understanding of what experiences influence these career decisions.

**Croom, N. N. (2017). Promotion beyond tenure: unpacking racism and sexism in the experience of black women professors. *The Review of Higher Education*, 40(4), 557-583.**

This study examined seven Black womyn full professors' experiences of promotion beyond tenure. Using a critical race feminist theoretical framework, findings suggest that a meritocratic ideology undergirds a dominant narrative about the Professor rank. However, racism and sexism mediated the participants' opportunities to access the status and benefits constructed in the full professor narrative. Implications for practice include an inclusive promotion review process that acknowledges the existence of racialized and gendered implicit biases, values experiential knowledge of Black womyn, identifies motivating factors for advancement, and challenges merit as a neutral idea in the promotion process to Professor.

**Renn, K. A. (2017). The role of women's colleges and universities in providing access to postsecondary education. *The Review of Higher Education*, 41(1), 91-112.**

Based on a qualitative, comparative, multiple case study of the contributions and status of 21st century women's colleges and universities, this article analyzes the topic of women's access to postsecondary education in ten nations. Despite decreasing numbers of women-only institutions in some regions (e.g., North America), the sector is growing in others (e.g., South Asia). In all regions, they provide access for women who would not be able to attend postsecondary education, a phenomenon mediated by cultural, religious, and economic factors. I describe three main mechanisms through which women's institutions provide access: legal, practical (financial and academic), and cultural.

**Bailey, J., Troup, C. y Strachan, G. (2017). Part-time work and advancement: a study of female professional staff in Australian universities. *Journal of Higher Education Policy and Management*, 39(3), 282-295.**

One focus of gender equity policies in universities has been the creation of 'retention' part-time work for professional staff, which allows employees to move between full-time and part-time hours at their request. This paper examines whether such 'good' part-time jobs can contribute to or at least not impede women's career advancement. The paper examines the correlation between job classification and part-time work, and whether a period of part-time work acts as a significant 'brake' on a woman's career trajectory. This study uses data from the 2011 Work and Careers in Australian Universities survey. Part-time work is used extensively by lower-classified women, but rarely by those in higher classifications. Part-time work stalls career advancement compared to working full-time, but this brake is reduced if a woman transitions back to full-time work.

**Opesade, A. O., Famurewa, K. F. e Igwe, E. G. (2017). Gender divergence in academics' representation and research productivity: a Nigerian case study. *Journal of Higher Education Policy and Management*, 39(3), 341-357.**

Gender equity is increasingly seen as an indicator of development and global acceptance in networks of higher education. Despite this, gender divergence in research productivity of academics coupled with under-representation of women in science has been reported to beset female's scholarly activities. Previous studies provide differing results, hence a need for each academic institution to know its status for the purpose of formulating appropriate policy towards achieving gender equity without trading off productivity. Using a scientometric method, the present study investigates the representation and research productivity of male and female lecturers in the Faculty of Science, University of Ibadan. The study shows that while female lecturers are significantly less represented in the faculty and publish in journals having lower impact factors, their research productivity in terms of number of publications and citation impact are significantly not different from those of their male counterparts.

**Michel, D., Szorenyi, A., Falkner, K. y Szabo, C. (2017). Broadening participation not border protection: how universities can support women in computer science. *Journal of Higher Education Policy and Management*, 39(4), 406-422.**

Computer science, like technology in general, is seen as a masculine field and the under-representation of women an intransigent problem. In this paper, we argue that the cultural belief in Australia that computer science is a domain for men results in many girls and women being chased away from that field as part of a border protection campaign by some males – secondary school teachers, boys and men playing games online and young men on campus at university. We draw on American feminist philosopher, Iris Marion Young's analysis of the 'five faces' of oppression to suggest strategies whereby Australian universities could support women in computer science and educate men about respectful behaviour and gender equity.

**Britton, D. M. (2017). Beyond the chilly climate. The salience of gender in women's academic careers. *Gender & Society*, 31(1), 5-27.**

The prevailing metaphor for understanding the persistence of gender inequalities in universities is the "chilly climate." Women faculty sometimes resist descriptions of their workplaces as "chilly" and deny that gender matters even in the face of considerable evidence to the contrary. I draw on interviews with women academics (N=102) to explore this apparent paradox, and I offer a theoretical synthesis that may help explain it. I build on insights from Ridgeway and Acker to demonstrate that women do experience gender at work, but the contexts in which they experience it have implications for how they understand gender's importance and whether to respond. Specifically, I find that women are likely to minimize or deny gender's importance in interactions. When it becomes salient in structures and cultures, women understand it differently. Placing gender in organizational contexts can better inform our understanding of gender inequality at work and can help in crafting more effective efforts to foster gender equity.

**Ghosh, R. y Roy, S. (2017). Relating multidimensional perfectionism and academic procrastination among Indian university students. *Gender in Management: An International Journal*, 32(8), 518-534.**

Purpose - This study aims to examine the impact of multidimensional perfectionism on academic procrastination among university students in India and to explore whether gender plays any role in this relationship. Design/methodology/approach – Data were collected from a sample of 90 female and 60 male students, aged 18-23 years, enrolled in full-time bachelor's and master's programs in a Central University in the National Capital Region of India, and analyzed adopting different statistical techniques. Findings – The findings indicated that academic procrastination positively correlates with all the three dimensions of perfectionism - self-oriented perfectionism, other-oriented perfectionism and socially prescribed perfectionism. The different dimensions of perfectionism also significantly predict academic procrastination. Gender differences exist with regard to other-oriented perfectionism, socially prescribed perfectionism and academic procrastination. Research limitations/implications – The results highlight that the different dimensions of perfectionism play a critical role in shaping academic procrastination among university students but this trajectory often differs between male and female students. Further research among a larger student audience would help concretize the study conclusions. Originality/value - This study extends the extant literature by examining the predictive relationships between the different dimensions of perfectionism and academic procrastination and the gender differences that exist with regard to academic procrastination and the different dimensions of perfectionism among university students, especially within the context of a developing country (i.e., India).

**Senn, C. Y., Eliasziw, M., Hobden, K. L. (2017). Secondary and 2-year outcomes of a sexual assault resistance program for university women. *Psychology Women Quarterly*, 41(2), 147-162.**

We report the secondary outcomes and longevity of efficacy from a randomized controlled trial that evaluated a novel sexual assault resistance program designed for first-year women university students. Participants (N = 893) were randomly assigned to receive the Enhanced Assess, Acknowledge, Act (EAAA) program or a selection of brochures (control). Perception of personal risk, self-defense self-efficacy, and rape myth acceptance was assessed at baseline; 1-week postintervention; and 6-, 12-, 18-, and 24-month postrandomization. Risk detection was assessed at 1 week, 6 months, and 12 months. Sexual assault experience and knowledge of effective resistance strategies were assessed at all follow-ups. The EAAA program produced significant increases in women's perception of personal risk, self-defense self-efficacy, and knowledge of effective (forceful verbal and physical) resistance strategies; the program also produced decreases in general rape myth acceptance and woman blaming over the entire 24-month follow-up period. Risk detection was significantly improved for the intervention group at post-test. The program significantly reduced the risk of completed and attempted rape, attempted coercion, and nonconsensual sexual contact over the entire follow-up period, yielding reductions between 30% and 64% at 2 years. The EAAA program produces long-lasting changes in secondary outcomes and in the incidence of sexual assault experienced by women students. Universities can reduce the harm and the negative health consequences that young women experience as a result of campus sexual assault by implementing this program. Online slides for instructors who want to use this article for teaching are available on PWQ's website at <http://journals.sagepub.com/page/pwq/suppl/index>.

**Gama, A., Veríssimo, A. Tomás, C. (2017). Dating violence at the Lisbon School of Education. *Ex Aequo*, 36, 77-98.**

Social, academic and media visibility and the political and legislative effort to regulate and prevent the phenomenon of violence in its multiple dimensions (gender, sexual, dating, intimacy, etc.) are currently a reality. Nonetheless, violence continues to be a complex phenomenon that is crossed by discourses and processes which enhance its invisibility, including in higher education. The mixed research carried out intended to characterize the phenomenon of dating violence, the prevalence of different types of abuse or violence, and analyse strategies for conflict resolution. The sample included 371 students from Lisbon School of Education, 324 female and 47 male, with an average age of 21.5 years. The data refer to the presence of dating violence, especially emotional or verbal, and for significant differences between young men and women.

**Alsubaie, A. y Jones, K. (2017). An overview of the current state of women's leadership in higher education in Saudi Arabia and a proposal for future research directions. *Administrative Sciences*, 7(36). DOI: 10.3390/admsci7040036**

Despite the predominance of perspectives on women's leadership, which consistently emphasize the underrepresentation of women in virtually every sphere of political and economic life in countries around the world, very little is known about women's leadership, especially in higher education, in the Kingdom of Saudi Arabia (KSA). This has resulted in a gap in the literature, since higher education is one area of employment where Saudi women have made progress, and in spite of complex social, religious, cultural and organisational barriers, some have broken through the glass ceiling into higher education leadership. One goal of this paper is to highlight, through a synthesis of existing literature, the current state of women's higher education leadership in Saudi Arabia. The second goal of this paper is to propose new directions for future research to address the current dearth of empirical work on women's leadership in higher education in Saudi Arabia. This may be relevant to other regions of the Middle East and elsewhere.

**Nixon, M. L. (2017). Experiences of women of color university chief diversity officers. *Journal of Diversity in Higher Education*, 10(4), 301-317.**

Contemporary models of operationalizing diversity on college campuses focus on the integration of diversity goals with the overall educational mission in ways that maximize the benefits of diversity for all. A growing number of institutions have created chief diversity officer (CDO) positions to procedurally and symbolically centralize diversity capabilities. The study of CDO positions is a relatively new focus in diversity and higher education literature, with research to date addressing commonalities and distinctions in organizational structures, portfolios, and strategies. This qualitative study of 5 women of color drew on critical race theory (CRT) and critical race feminism (CRF) to build on existing research. It examined, through semistructured interviews and document analysis, the ways that women of color CDOs experienced their roles and the impact of race and gender on their experiences. Four themes emerged: the ways that the CDOs came into and approached their work connected with how they navigated educational institutions as marginalized "others," identity- and role-related isolation affected the CDOs, navigating microaggressions and stereotypes weighed on the CDOs, and the CDOs balanced

competing expectations related to identity and role. These results add to literature about CDO roles and CRF by presenting the realities and limitations of incremental change for women of color and by highlighting the importance of the outsider perspective that women of color bring to CDO positions. Institutions must recognize the particular complexities faced by women of color CDOs and appropriately support these leaders in order to create more inclusive institutions.

**Itzkovich, Y. y Dolev, N. (2017). The relationship between emotional intelligence and perceptions of faculty incivility in higher education. Do men and women differ? *Current Psychology*, 36(4), 905-918.**

Awareness of the concepts of incivility and emotional intelligence (EI) and of their relevance to higher education has grown in recent years. Incivility has been widely linked to deviant behaviours that are known to negatively impact upon students, while EI has been linked, among other things, to pro-social behaviours. However, the links between EI and faculty incivility (FI), and in particular uncivil behaviours perpetrated by faculty towards students in academic settings, remain unmapped. Similarly, the role of gender with respect to such links have yet to be examined. Thus, the current study examined the relationships between EI and perceived FI towards students as a function of gender. The research was conducted among 210 undergraduate students from one major college in Israel. High scores in the SEA EI branch were correlated with reduced FI perceptions among female students but not among male students. However, the links between general EI scores and perceived FI toward students did not indicate any gender effect.

**Lewis, K. L., Stout, J. G., Finkelstein, N. D., Pollock, S. J., Miyake, A., Cohen, G. L. e Ito, T. A. (2017). Gender, and persistence in the Physical Sciences, Technology, Engineering, and Mathematics (pSTEM). *Psychology of Women Quarterly*, 41(4), 420-436.**

Social science researchers have increasingly focused on understanding the precursors to gender disparities favoring men in the physical sciences, technology, engineering, and mathematics (pSTEM). In the current work, we hypothesized that the core social need to belong explains persistence in pSTEM for women more so than for men. We conducted three field studies with data from close to 3,000 participants bridging a wide span of higher education levels and differing pSTEM fields. In each study, we found gender disparities on sense of belonging in pSTEM favoring men. Moreover, sense of belonging explained persistence intentions for both women and men in one study and explained persistence intentions and actual persistence in pSTEM coursework for women, more so than for men, in the other two studies, even after controlling for two conventional predictors of academic achievement (self-efficacy and exam performance). These results highlight the role of belonging in gender differences in pSTEM persistence and indicate STEM educators should strive to create inclusive learning environments for all students. Additional online materials for this article are available on PWQ's website at <http://journals.sagepub.com/doi/suppl/10.1177/0361684317720186>. Online slides for instructors who want to use this article for teaching are available on PWQ's website at <http://journals.sagepub.com/page/pwq/suppl/index>

**Gontijo, M. R. y Melo, M. C. (2017). From inclusion to empowerment: analysis of the trajectory of directors of private higher education institutions of Belo Horizonte. *Porto Alegre* 23, 126-157.**



This study investigated gender relations in the higher education sector, by means of the analysis of directors' life-histories from private higher education institutions. The participation of women in the labor market has been consolidated over the years, especially in the education sector, making the woman insertion process constant and gradual. Notwithstanding, in considering high hierarchy positions, especially in higher education institutions, it is clear that their places are gradually being taken over by men in charge of decision-making concerning the future of the institutions. In the present study, three directors of private higher education institutions located in Belo Horizonte, Minas Gerais, were invited to share their trajectories towards empowerment. It was observed that although the three directors are in the early stage of the empowerment process, everyday situations demonstrate the existence of a "glass ceiling" built on a hidden bias pervading the educational field.

**Rivera, L. A. (2017). When two bodies are (not) a problem: gender and relationship status discrimination in academic hiring. *American Sociological Review*, 1-28. DOI: 10.1177/0003122417739294**

Junior faculty search committees serve as gatekeepers to the professoriate and play vital roles in shaping the demographic composition of academic departments and disciplines, but how committees select new hires has received minimal scholarly attention. In this article, I highlight one mechanism of gender inequalities in academic hiring: relationship status discrimination. Through a qualitative case study of junior faculty search committees at a large R1 university, I show that committees actively considered women's—but not men's—relationship status when selecting hires. Drawing from gendered scripts of career and family that present men's careers as taking precedence over women's, committee members assumed that heterosexual women whose partners held academic or high-status jobs were not "movable," and excluded such women from offers when there were viable male or single female alternatives. Conversely, committees infrequently discussed male applicants' relationship status and saw all female partners as movable. Consequently, I show that the "two-body problem" is a gendered phenomenon embedded in cultural stereotypes and organizational practices that can disadvantage women in academic hiring. I conclude by discussing the implications of such relationship status discrimination for sociological research on labor market inequalities and faculty diversity.

**Liu, Y. (2017). Women rising as half of the sky? An empirical study on women from the one-child generation and their higher education participation in contemporary China. *Higher Education*, 74, 963-978.**

This article explores the changing dynamics between gender, cultural capital and the state in the context of higher education expansion in contemporary China. With a particular focus on the one-child generation and women's opportunities and aspirations, I draw upon empirical evidence from a first-hand survey study and in-depth semi-structured interviews with female undergraduates from one-child families in 2007. The findings from the survey study suggest that singleton status might mediate the impact of socioeconomic status and cultural capital on students' academic performance and elite opportunities. The qualitative interview data provide further evidence on how singleton women's aspirations are related to their socioeconomic and cultural backgrounds. The most significant finding is concerned with singleton girls' strategy of applying for Chinese Communist Party membership as a way to minimize their social and gender

disadvantages. I argue that there emerges a bottom-up approach of women empowerment through qualifications and political selection during China's transition. Political selection is dressed up in seemingly meritocratic selection, thus becoming more appealing to female undergraduates who, in turn, take advantage of party membership to add a silver lining of political loyalty to higher education qualifications.

**Barnes, J. (2017). Climbing the stairs to leadership: reflections on moving beyond the stained-glass ceiling. *Journal of Leadership Studies*, 10(4), 47-53.**

The phrase *Times are a changin'* was one that brought hope for a young African American woman who realized the importance of education and hard work. Entering the workforce in the mid-1970s provided many challenges and the proverbial glass ceiling was even more difficult to conquer for women of color. The move from cashier in the retail industry to a global leader in the automotive industry to administrative leader in higher education provided many the opportunity to learn what it means to be a women leader in an ever-changing world. The current paper provides an overview of women of color in leadership, leadership behaviors, lessons learned from the field, and what millennial women leaders can do to move from the status quo to leadership excellence.

**Salinas, P. C. y Bagni, C. (2017). Gender equality from a European perspective: myth and reality. *Neuron*, 96(4), 721-729.**

In the past 50 years, significant progress in women's equality has been made worldwide. Western countries, particularly European countries, have implemented initiatives to attain a more gender-balanced workforce with the introduction of family friendly policies, by trying to narrow the gender pay gap and by promoting women's career progression. In academia, however, fewer women reach top leadership positions than those in the political arena. These findings suggest that academia needs to carefully evaluate why these new policies have not been very effective. In this NeuroView, we report on the progress made in higher education, the shortcomings, and how new initiatives hold great promise for improving gender equality in academia around the globe.

**Miragaia, D. A. M. y Soares, J. A. P. (2017). Higher education in sport management: a systematic review of research topics and trends. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 21, 101-116.**

This study analyzed the literature on Higher Education in sport management published in international journals from 1979 to 2014. A systematic review was carried out, and a total of 98 articles were obtained. The authors, the most cited articles, the publication journals, and the topics and research trends were then identified. Through an inductive content analysis, eight research themes were distinguished: Curriculum and Knowledge; Internship, Experiential Learning, and Service Learning; Employability; Pedagogy; Gender; Technology and e-Learning; Globalization and Internationalization; and Accreditation Process and Quality. The findings suggest that sport management education should be developed to enhance self-employability through new pedagogical approaches that allow the improvement of critical thinking by the inclusion of internship, new technologies, and e-learning. Furthermore, the current social and economic dynamics represents an opportunity to increase the quality of programs and to orient them toward a globalization and internationalization approach.

**Ngunjiri, F. W. y Hernandez, K. C. (2017). Problematizing authentic leadership: a collaborative autoethnography of immigrant women of color leaders in higher education. *Advances in Developing Human Resources, 19(4), 393-406.***

#### The Problem

Authentic leadership literature is often seen as acontextual and unproblematic—leaders merely need to “know thyself” and “to thine own self be true.” Even when scholars like Eagly argue authenticity is a relational concept, it remains uncontextualized for those whose social identities set them apart from the majority within organizations and society.

#### The Solution

Through this collaborative autoethnography, we aim to illustrate the complexity of enacting authentic leadership as immigrant women of color who are leaders within predominantly White institutional contexts.

#### The Stakeholders

One audience for this article is other women of color with whom our experiences may resonate. A broader audience includes those in power within organizations who might use this article as fodder for crafting more inclusive spaces that support both the development of authentic leaders and the practice of relational authenticity.

**Wang, L. (2017). Negotiating the intersection of the urban-rural divide and gender in contemporary China: rural female university students. *Modern China, 43(6), 646-677.***

This article, based on a qualitative study of 54 rural female students attending urban Chinese higher education institutions from 2011 to 2012, contests the portrayal of such students as victims suffering from a low level of ability. My research reveals instead that these women exerted agency to recognize, negotiate, and resist both the urban-rural divide and patriarchy, both of which shaped their lives and identities. My research findings also reveal that their lives were multidimensional and diverse, and thus their situations could not be explained by analyzing the effects of either the urban-rural divide or gender alone, but rather by engaging in an analysis of interlocking power structures. The participants’ identities were fluid and in a constant process of formation as they negotiated the various forms of patriarchy they encountered when they moved from their rural homes to attend the urban academies.

**Li, D. y Koedel, C. (2017). Representation and salary gaps by race-ethnicity and gender at selective public universities. *Educational Researcher, 46(7), 343-354.***

We use data from 2015–2016 to document faculty representation and wage gaps by race-ethnicity and gender in six fields at selective public universities. Consistent with widely available information, Black, Hispanic, and female professors are underrepresented and White and Asian professors are overrepresented in our data. Disadvantaged minority and female underrepresentation is driven predominantly by underrepresentation in science and math intensive fields. A comparison of senior and junior faculty suggests a trend toward greater diversity, especially in science and math intensive fields, because younger faculty are more diverse. However, Black faculty are an exception. We decompose racial-ethnic and gender wage gaps and show that academic field, experience, and research productivity account for most or

all of the gaps. We find no evidence of wage premiums for individuals who improve diversity, although for Black faculty we cannot rule out a modest premium.

**Burkinshaw, P. y White, K. (2017). Fixing the women or fixing universities: women in HE leadership. *Administrative Sciences*, 7(3) 1-14.**

The lack of women in leadership across higher education has been problematized in the literature. Often contemporary discourses promote 'fixing the women' as a solution. Consequently, interventions aimed at helping women break through 'the glass ceiling' abound. This article argues that the gendered power relations at play in universities stubbornly maintain entrenched inequalities whereby, regardless of measures implemented for and by women, the problem remains. The precariousness for women of leadership careers is explored through two separate but complementary case studies (from different continents and different generations) each one illuminating gender power relations at work. The article concludes by arguing that it is universities themselves that need fixing, not the women, and that women's growing resistance, particularly of the younger generation, reflects their dissatisfaction with higher education leadership communities of practice of masculinities.

**Kameshwara, K. K. y Shukla, T. (2017). Towards social justice in institutions of higher learning: addressing gender inequality in Science & Technology through capability approach. *Administrative Sciences*, 7(22), 1-13.**

The focus of the study is to examine and relocate gender equality in higher education using Capability Approach as the background frame. The paper discusses how gender relations are rooted in the socio-cultural matrix in India. It attempts to explore the factors prevalent in the structure which impacts woman's opportunities and functionalities in the higher education. The database includes faculty from one of the central universities of South India, the study deals with the dynamics of constructs in Science and Technology indicating socio-psychological obstructions faced by women. Based on thorough analysis, the oppressed capabilities are conceptualized thereby enabling the researchers to relocate the gender equality and the capabilities that need to be enriched for women can be contemplated which helps in reducing the existing disparity. The intention of the study is essentially not to quantify the attributes of inequality to make them measurable but to choose attributes which enable an effective comparative basis to address inequality. The empirical study reveals an existence of the element of stereotyping as a single entity and capability approach restores the uniqueness by the fractional combination of capabilities listed.

**Zhao, J. y Jones, K. (2017). Women and leadership in higher education in China: discourse and the discursive construction of identity. *Administrative Sciences*, 7(21), 1-17.**

Prior research indicates that just 4.5 percent of mainland China's higher educational institution leaders are female. This article extends theory and research by drawing attention to identity and Discourse as an important, yet under-researched, aspect of the problem of women's underrepresentation in higher education leadership. Drawing on in-depth qualitative interviews with nine female academics in Chinese universities and informed by discursive approaches to identity and constructionist views, we analyze how women construct multiple identities, the interplay of identities, and the influence

of broader societal Discourses of gender and leadership. The findings highlight the interplay between competing multiple identities, and illustrate how the women's identities are shaped and constrained by dominant historical and cultural Discourses in Chinese society, which results in identity regulation (Alvesson and Billing 2009), notably identity positioning that is congruent with social norms and conventions. A key finding is that the female academics reject the leader identity. This is true for those in middle management positions, as well as women in early career stages, who might otherwise aspire to leadership. Implications for the leadership pipeline in China's universities is discussed and recommendations are made for future research directions.

**Warren-Gordon, K. y Mayes, R. D. (2017). Navigating the academy: an autoethnographic approach to examining the lived experience of African American women at predominantly white institutions of higher education. *The Qualitative Report*, 22(9), 2356-2366.**

This study explores the lived experience of two African American women working at predominately white institutions of higher education. A review of the literature suggests research that examines the experiences of African American women in academe is limited. Using an autoethnographic approach, we explore our experiences and how we navigate our roles. Findings suggest that when the appropriate mentoring is in place African American women have a more positive experience navigating the promotion and tenure process.

**Armstrong, M. A., y Jovanovic, J. (2017). The intersectional matrix: rethinking institutional change for URM women in STEM. *Journal of Diversity in Higher Education*, 10(3), 216-231.**

This article investigates the persistent challenge of how higher education institutions can support the success of underrepresented minority (URM) women in science, technology, engineering, and mathematics (STEM) fields. Our theoretical model centers on intersectionality, and we examine the possibilities and challenges involved in taking an intersectional approach to institutional change for this group. Our National Science Foundation (NSF)-funded study focused on 18 universities that received large NSF ADVANCE Institutional Transformation (IT) grants (Cohorts 3 [2005] and 4 [2008]). There were two steps to our investigation: (a) an analysis of documents generated by IT programs as a way of identifying and categorizing "mechanisms" for supporting URM women and (b) conversations with IT leaders as a means of documenting the on-the-ground experiences of those working to institutionalize change. Our data yielded valuable results, including the identification of 5 Intersectional Facilitators, key institutional characteristics that enable change for URM women. Our results also show that while efforts intended to support URM women are typically additive (nonintersectional) in approach, when intersectional approaches are taken, most seek to intervene in the experience of individual URM faculty. We hypothesize that increased attentiveness to a "multipronged" approach—including efforts based on recruitment of URM groups and climate initiatives—will increase effectiveness. Comprehensive strategizing across the group, individual, and climate levels—particularly if the 5 Intersectional Facilitators are used to guide strategies—may not only increase intersectional efforts but also synergistically combine, maximizing the combined positive effects of all efforts to support the success of URM women in STEM fields.

**Llorent-Bedmar, V., Llorent-Vaquero, M. y Navarro-Granados, M. (2017). Towards gender equality in Moroccan universities: female university teachers from a gender perspective. *Women's Studies International Forum*, 64, 34-40.**

Given its multiplying effect via students, Moroccan universities are a strategic space for eradicating or at least reducing the traditional gender inequity present in current Moroccan society. This study aims to improve the status of Moroccan female university teachers by informing on the opinion of the university teaching staff themselves. A mixed methodology was used, with interviews and a questionnaire distributed among 143 male and female teachers. Variables associated with a greater perception of this problem were detected: marital status, holding a post in the administration and age. Despite the undoubted advances in Moroccan universities in terms of gender equity, we identify two groups of teachers with opposing views. Some reported blatant gender inequity, among which we highlight a greater awareness of the youngest teachers, while others were not aware of the problem and did not admit its existence. This problem should not be overlooked.

**Navarro, T. (2017). But some of us are broke: race, gender, and the neoliberalization of the academy. *American Anthropologist*, 119(3), 506-517.**

Anthropologists have paid increasing attention to neoliberalism in our research, yet we have been less willing to apply this lens to our own academic positioning and the ways these roles are shaped by privatization and market models. Lives and livelihoods in the American academy are increasingly determined by neoliberalism, and it is vital that we be both reflexive about and engaged around our positions within this project. This article explores the divides that separate various forms of academic labor (secure versus nonsecure, contract, etc.) as well as the raced and gendered implications of these tracks—in particular, the stark ways in which neoliberal transformations negatively affect women of color in the academy.

**Hill, L. H. y Wheat, C. A. (2017). The influence of mentorship and role models on university women leaders career paths to university presidency. *Qualitative Report*, 22(8), 2090-2111.**

While the literature concerning female administrators in higher education indicates the critical role that mentors and role models play in contributing to women's professional advancement, the relationship between mentorship and women's attainment of senior leadership positions including the college presidency remain underexplored. The purpose of this study was to explore how women in key-line administrative positions to the presidency (e.g., academic dean, vice president, chief academic officer) and women presidents understood the role of mentoring relationships and role models in their career paths to leadership. This study employed a postmodern feminist theoretical framework and a feminist qualitative design to give voice to the unique and individualized ways university women in key-line positions to the presidency and women presidents made meaning of the influence of mentors and role models during their careers. Data collection involved 16 indepth, semi-structured interviews with a criterion-based sample of 12 female key-line administrators and four presidents employed at universities located in the southeastern United States. The data analysis revealed four main themes related to: (1) the minimal role of mentors and role models; (2) gender dynamics characterizing participants' role models and mentoring relationships; (3) mentoring moments with multiple

and nontraditional mentors and role models; and (4) the benefits of mentors and/or role models. This study recognizes the participants' complexity in their multiple identities and demonstrates women's resourcefulness in seeking career guidance and social support from multiple sources including male and female mentors, role models, colleagues, friends, and family members.

**James-Hawkins, L. Qutteina, Y. y Yount, K. M. (2017). The patriarchal bargain in a context of rapid changes to normative gender roles: young Arab women's role conflict in Qatar. *Sex Roles, 77, (3), 155-168.***

Social norms in patriarchal countries in the Middle East are changing at differing rates. In Qatar, expectations about education have shifted, and women's participation in higher education is normative. However, women's participation in the workforce remains relatively low, and women still are expected to perform all household and child-rearing activities. Interviews with 27 18–25 year-old Qatari women enrolled in college in Qatar are used to illustrate the conflict between norms about education, workforce, and family. Many young women resolve this normative conflict by giving preference to family over work and education. Other women hold conflicting norms and goals for their future without acknowledging the normative conflict. Overall, young women in this sample feared divorce, were uncertain about customary family safety nets, and thus desired financial independence so they would be able to support themselves if they were left alone later in life due to divorce, or the death of their husband. The Qatari government should revisit the appropriateness of continuing to emphasize the patriarchal family structure and socially conservative family norms, if they desire to advance women in their society.

**Zubair, S. y Zubair, M. (2017). Situating Islamic feminism(s): lived religion, negotiation of identity and assertion of third space by Muslim women in Pakistan. *Women's Studies International Forum, 63, 17-26.***

This paper reports the findings of an exploratory, qualitative study with Pakistani women to explore how Muslim women studying English in higher education contexts in Pakistan engage with feminist thought. The broader aim of the study was to capture the relationship between these women's 'secular' education and their religious (and secular) social identities as young, urban, middle class working women in a Pakistani higher education context. In particular, the study sets out to explore how Pakistani women at higher education institutions interact with and use 'new' forms of knowledges, particularly those dominated by western frameworks of intellectual thought and reasoning, in the context of their own potentially different social lives and self-identities as Muslim women. The findings show that the young women academics in addition to negotiating with the Western notions of Feminism also simultaneously challenge the indigenous patriarchal hegemonies and conservative religious discourses in their social context by attempting to rework notions of Muslim women's identity in Pakistan, envisaging what Bhabha has termed a third space.

**Hughes, C. C., Schilt, K., Gorman, B. K. y Bratter, J. L. (2017). Framing the faculty gender gap: a view from STEM doctoral students. *Gender, Work & Organization, 24(4), 398-416.***

Drawing on 48 interviews with science, technology, engineering and mathematics (STEM) doctoral students at a private research university in the United States (US), we examine how

students make sense of the preponderance of men at the faculty level despite increasing gender parity among students. Students' primary explanatory frame, *historical bias*, suggests that the gender gap will disappear when enough women attain their doctorates (PhDs). Competing frames include *innate* and *constructed gender difference* and the perceived incompatibility between a woman's *body clock* and an academic *tenure clock*. We argue that the frames that students use to explain the gender gap shed light on the cultural context of STEM, which is characterized by a tension between the belief in a meritocratic system and the acknowledgement of structural inequality. We suggest that men and women's preference for explanations that preclude bias, in light of women students' own experiences with sexism in graduate school, contributes to the reproduction of inequality by rendering invisible structural barriers to gender equality.

**Manfredi, S. (2017). Increasing gender diversity in senior roles in HE: who is afraid of positive action? *Administrative Sciences*, 7(19), 1-14.**

This article argues that Higher Education Institutions should adopt positive action in recruitment and promotion to tackle women's under-representation in senior leadership roles. In a tie-break situation where two candidates are "as qualified as each other", section 159 of the UK Equality Act 2010 allows employers to give preference to a candidate from an under-represented group. The use of this measure, however, is often contested on the grounds that it is a form of reverse discrimination, it is tokenistic and that it can undermine meritocracy. This article seeks to challenge these objections and suggests that, far from undermining meritocracy, the use of positive action in recruitment and promotion could prove a useful tool to tackle gender bias, unpack stereotypes and re-appraise how merit is defined and assessed.

**Selzer, R., Howton, A. y Wallece, F. (2017). Rethinking women's leadership development voices from the trenches. *Administrative Sciences*, 7(18), 2-20.**

As recent graduates of a women's-only leadership development program in higher education in the United States, we used autoethnography as a research methodology to provide critical insight into effective women's leadership programming and evaluation. The potential of this methodology as both a learning process and product helped elucidate two key findings: (1) to effectively develop women leaders, work must be done at the personal, interpersonal, and organizational levels, as these levels are interrelated and interdependent; and (2) women's multiple identities must be engaged. Therefore, relationship-building should be a central learning outcome and facilitated through program curricula, pedagogical methods, and evaluation. Including autoethnography as a program evaluation methodology fills a gap in the literature on leadership development, and supports our goal of making meaning of our personal experiences in order to enhance women's leadership development.

**Fischer, S. (2017). The downside of good peers: how classroom composition differentially affects men's and women's STEM persistence. *Labour Economics*, 46, 211-226.**

This paper investigates whether class composition can help explain why women are disproportionately more likely to fall out of the "STEM" pipeline. Identification comes from a standardized enrollment process at a large public university that essentially randomly assigns freshmen to different mandatory introductory chemistry lectures. Using administrative data, I find that women who are enrolled in a class with higher ability peers are less likely to graduate



with a STEM degree, while men's STEM persistence is unaffected. The effect is largest for women in the bottom third of the ability distribution. I rule out that this is driven solely by grades.

**Lawless, B. y Chen, Y. W. (2017). Multicultural neoliberalism and academic labor: experiences of female immigrant faculty in the U.S. academy. *Cultural Studies*, 17(3), 236-243.**

In light of limited attention to immigrant faculty (aka, international faculty) in the U.S. academy, we analyze interview discourses with 26 female immigrant faculty members from multiple disciplines working across U.S. colleges and universities. Collectively, the women's voices converge around three primary themes pertaining to neoliberal restructuring of higher education: commodification of education, multicultural neoliberalism, and universal meritocracy. Furthermore, we explore the various ways in which cultural identities are (re)positioned by dominant ideologies of neoliberalism in the U.S. academy. Our findings develop an understanding of how neoliberal ideologies construct and reinforce marginalized identities and subjectivities at the intersection of gender, race, and immigration.

**Opesade, A. O., Famurewa, K. F. e Igwe, E. G. (2017). Gender divergence in academics' representation and research productivity: a Nigerian case study. *Higher Education Policy and Management*, 39(3), 341-357.**

Gender equity is increasingly seen as an indicator of development and global acceptance in networks of higher education. Despite this, gender divergence in research productivity of academics coupled with under-representation of women in science has been reported to beset female's scholarly activities. Previous studies provide differing results, hence a need for each academic institution to know its status for the purpose of formulating appropriate policy towards achieving gender equity without trading off productivity. Using a scientometric method, the present study investigates the representation and research productivity of male and female lecturers in the Faculty of Science, University of Ibadan. The study shows that while female lecturers are significantly less represented in the faculty and publish in journals having lower impact factors, their research productivity in terms of number of publications and citation impact are significantly not different from those of their male counterparts.

**Parvazian, S., Gill, J. y Chiera, B. (2017). Higher education, women and sociocultural change: a closer look at the statistics. *SAGE Open*, 1-12. DOI: 10.1177/2158244017700230**

This article reports an analysis of the relationship between women's increased participation in higher education and other recent social changes over the last four decades. To date, women's increased involvement in higher education has been studied as either a force for or a consequence of other sociocultural changes. Drawing on data from key international data sets and with a focus on a range of Organisation for Economic Co-Operation and Development (OECD) countries, this article details an exploratory factor analysis of women's higher education participation and a range of other variables identified as indicators of or mediators for social change. This analysis reveals the existence of four underlying factors showing the structural interrelationship between the variables.

**Ünal, S. y Binay, B. (2017). Signs of the feminization of sociology in Turkey: transformation of gender composition and possible scenarios. *International Sociology*, 32(3), 391-416.**

Recently, both in Turkey and the international arena, there has been a remarkable increase in the number and visibility of women among students and academic personnel, particularly in specific areas of higher education. In this respect, this article provides a gender-based picture of students and academic personnel in undergraduate and graduate sociology programs in Turkey and identifies the direction of the gender-based changes in these programs over the last 20 years in *quantitative/demographic* terms. The article also attempts to assess, within the framework of *qualitative/cultural* changes, the current and potential changes and transformations in the methodological practices of the discipline, as well as in the discipline's present and future basic fields of interest and study. To this end, and within the scope of discussions in the literature regarding the *feminization* of certain academic disciplines, the article focuses on where sociology in Turkey currently stands in this respect, and on possible future scenarios regarding this discipline.

**Smidt, T. B., Pétursdóttir, G. M. y Einarsdóttir, P. (2017). How do you take time? Work-life balance policies versus neoliberal, social and cultural incentive mechanism in Icelandic higher education. *European Educational Research Journal*, 16(2), 123-140.**

It is suggested that the realization of work–life balance policies at the University of Iceland is compromised by an emphasis on neoliberal notions of growth and performance measurements in the form of new public management strategies. This is sustained by overt and covert incentive mechanisms, which in turn create a range of different gendered implications for academic staff. The results from semi-structured interviews suggest that while this tension field affects all academic staff, it is generally less favourable to women than to men. If women were granted time for the sake of family obligations, they risked a setback in their academic career due to decreased research activity. Women tended to view academic flexibility as an opportunity to engage in domestic responsibilities more so than men; and male interviewees tended to view the prioritization of family as a choice, while women tended to view it as a condition.

**Kuzhabekova, A. y Almukhambetova, A. (2017). Female academic leadership in the post-Sovietic context. *European Educational Research Journal*, 16(2), 183-199.**

Using a qualitative interview approach, this study analyzes the experiences of women in academic leadership positions in post-Soviet Kazakhstan. An exploration of the extent of the relevance of Western research on female academic leadership is used to explain the experiences of female leaders in Kazakhstan. The results of the study are consistent with the results of prior studies conducted in other countries and can be largely explained by existing theories. One distinctive feature of the experiences of female leaders in Kazakhstan is the superimposition of three dominant cultures – traditional, Soviet, and Westernized neo-liberal, which impose multiple conflicting expectations. Kazakhstani women are obliged to maintain multiple identities when communicating with their colleagues, superiors and extended family members. The exact outcome of the work–life balance negotiation depends, among other factors, on the type of ownership and geographic region of a university. The study also reveals that neo-institutional theory, not conventionally used in the analysis of female leadership in academia in the West, may be particularly relevant for explaining female experiences in transitional and developing contexts; specifically, in explaining the constraints imposed by informal policy networks and corruption.

**Baader, M. S., Böhringer, D., Korff, S. y Roman, N. (2017). Equal opportunities in the postdoctoral phase in Germany? *European Educational Research Journal*, 16(2), 277-297.**

This paper discusses results of a research project on equal opportunities between women and men in the postdoctoral phase in German universities. It illustrates how the funding system is organized and whether this contributes to more equal opportunities for men and women, especially concerning the work–life interference. Although the system loses women after the doctoral phase, equal opportunity is not a core issue in the promotion of postdoctoral researchers in Germany. Instead, it tends to be addressed indirectly via an array of different compensatory support programmes. One key finding is that certain programmes, such as ‘coaching’, ‘networking’, ‘mentoring’ or financial support, are not offered everywhere, and therefore many postdoctoral researchers do not have the opportunity to utilize them. Furthermore, we found evidence of a gender-specific demand for support programmes. Another finding was that work–life interferences in scientific careers are not addressed by support programmes. The organization of everyday life is not taken into account. Given the context of uncertain career paths in Germany and the unequal working conditions of women and men in academia in Germany, it becomes clear that equal opportunities cannot be realized by ignoring the informal and gendered handling of work-life-balance.

**Tzanakou, C. (2017). Dual careers couples in academia international mobility and dual career services in Europe. *European Educational Research Journal*, 16(2), 298-312.**

The number of dual career couples in academia is growing due to the increasing proportion of women with a doctoral degree and the greater propensity of women to choose another academic as their partner. At the same time, international mobility is required for career advancement in academia, creating challenges for dual career couples where both partners pursue careers. This paper has two objectives: (a) to raise the increasingly important issue of dual career couples in academia and the gendered effect that the pressure for mobility has on career advancement and work–life interference; and (b) to present examples of recently established dual career services of higher education institutions in Germany, Denmark and Switzerland, responding to the needs of the growing population of dual career couples. Due to long established practices of dual career services in the USA, the European examples will be compared with US practices. This paper raises the significance of considering dual career couples in institutional policies that aim for an internationally excellent and diversified academic workforce. It will appraise dual career services according to whether they reinforce or address gender inequalities and provide recommendations to higher education institutions interested in developing services and programmes for dual career couples.

**Redmon, P., Gutke, H., Galligan, L., Howard, A. y Newman, T. (2017). Becoming a female leader in higher education: investigations from a regional university. *Gender and Education*, 29(3), 332-351.**

Issues of gender imbalance in leadership have long been a significant issue in universities, as is the case across most industries. This paper explores the experiences of seven females who have successfully achieved senior leadership positions at a regional university in Australia. While the experiences of these women differ in many ways, there are certainly similarities in the

challenges and adversities that they have faced, and their perceptions of what has allowed them to experience success in their leadership roles. This paper provides a number of recommendations for women aspiring to be leaders in higher education, such as committing to ongoing development, taking opportunities when presented, developing resilience, developing a track record, and seeking support, and also recommendations for institutions.

**Lipton, B. (2017). Measures of success: cruel optimism and the paradox of academic women's participation in Australian higher education. *Higher Education Research & Development*, 36(3), 486-497.**

This paper examines the reworking of gender in the measured university and the impact this has on gender equality in academia. Neoliberal market rationalities and measurements embedded in academic publishing, funding and promotion have transformed Australian higher education and impacts upon the careers of academic women in ways that are gendered. Based on a series of in-depth qualitative interviews with female academics, this paper focuses on the performative and discursive decisions women make in regards to their academic careers, and argues that the mainstreaming of gender equity in Australian universities seeks to render gender inequality invisible. It employs 'cruel optimism' to highlight how our optimistic attachment to gender equity and diversity policies as tools for improving the representation of women may be detrimental to academic women's career progression and the realisation of gender equality in academia.

**Aiston, S. J. y Yang, Z. (2017). "Absent data, absent women": gender and higher education leadership. *Policy Futures in Education*, 15(3), 262-274.**

The study of the position, status and experience of women academics has in recent decades attracted a great deal of scholarly attention. The literature is characterized by what might be referred to as the 'absent women' discourse, namely the underrepresentation of women in the highest positions in the sector, and is dominated by research conducted in the West. It is key, however, to look beyond the Western academy and not make assumptions about the status, position and experience of women academics in other contexts, or to assume that priority is given to gender equity universally. A key aspect from a policy perspective and in relation to supporting the advancement of women as academics is data: the absence of adequate, publically accessible data results in higher education sectors not being open to scrutiny. The purpose of this article is two-fold: first, the issue of absent data in the East Asian context – using Hong Kong as an example – is discussed. Second, the article presents large-scale empirical data generated by the authors to show that women academics are woefully underrepresented in all levels of leadership in the Hong Kong Academy.

**Jackson, L. (2017). Learning out in higher education: a structural, postcolonial perspective. *Policy Futures in Education*, 15(3), 295-308.**

A new kind of gender equality ideology is rising in popularity in Western societies. While emphasising gender equality for the next generation, this new ideology sees feminism in a pragmatic and simplistic way, as nonthreatening to the status quo, in politics, popular culture, and economy. In the economic sphere, Sheryl Sandberg's "Lean In" has become well known for aiming to guide women to succeed alongside men in the workplace by changing their behaviours and attitudes. Its recommendations for women have impacted perspectives in the non-profit and

start-up worlds, arts, and more. However, there are some limitations to the kind of feminist thinking exemplified by Lean In. This article critically examines Lean In as a discourse or ideology in relation to higher education within and outside Western societies. I argue first that such ideology employs a deficiency model of gender equality that makes women accountable for sexism by focusing on internal rather than external change. Second, I argue that such discourses essentialize gender. Third, I argue that it is not easy to translate the advice given to women across international contexts, as Lean In reflects cultural conceptions of the workplace.

**Uhly, K. M., Visser, L. M. y Zippel, K. S. (2017). Gendered patterns in international research collaborations in academia. *Studies in Higher Education*, 42(4), 760-782.**

Although women's representation in higher education nears parity with men at the undergraduate level, this representation diminishes as one ascends the academic ranks. Because gender gaps in the 'elite' activity of international research collaborations might contribute to the underrepresentation of women in the upper ranks, we ask if gender differences exist in participation in international collaborations and if family responsibilities constitute a glass fence – a gendered obstacle that keeps women from this engagement. Using an international data set, we find that women engage less in international collaborations than men, and that complex gendered patterns exist regarding the impacts of partner employment status and children. Both men and women benefit from having an academic partner, although men benefit more. Partner employment status matters more than children in certain family arrangements, suggesting that the former constitutes a glass fence, potentially impacting women's access to cutting-edge international knowledge production and elite academic positions.

**Smith, D. G. (2017). Progress and paradox for women in US higher education. *Studies in Higher Education*, 42(4), 812-822.**

Gender, and especially the status of women, is certainly one of the most salient identities in all corners of the world. For some countries, the issues begin with the right to education at even the earliest ages. In the United States, there is a prevailing assumption, because women are a majority of the undergraduate and graduate populations in higher education that a threshold concerning access and equity has been reached. The story of gender, however, is a more complex one. This article will focus on the parallel notions of significant progress in some domains for women in higher education and the paradox that depending on the level, and depending on which women, progress and in some cases lack of progress is clear. The article will review changes over the last decades and address the deeper issues of institutional transformation and the emerging issues for policy including conceptualizations of gender.

**Al-Muftah, E. (2017). Qatari women in a corporatized higher education setting: international reforms and their local bearings. *Journal for Critical Education Policy Studies*, 15(1), 19-41.**

Discussions of the difficulties Qatari women experience in higher educational settings are unlikely to be found in international organization or government reports on the State of Qatar. Instead, recent reports have tended to gloss over gender inequalities raising a "successful girl discourse." Drawing on my own teaching experience at the national university in Qatar, focus-groups data, and in-depth interviews with the female students there, I try to highlight the

disproportionate bearings "international" neoliberal reforms have specifically had on women. I use a critical feminist approach to policy analysis to shed light on those policies that have impacted the female students. By doing so, I try to problematize the state's limited discourse on women education and contribute to the growing body of literature examining the intersections of gender and education policy in an increasingly neoliberal context.

**O'Keeffe, P. (2017). The challenges and societal consequences of increased female participation at Ethiopian public universities. *International Journal of Educational Development*, 53, 28-35.**

Ethiopia, while one of the world's poorest countries, has one of the world's fastest developing economies. In the last two decades the government has imparted on a public university development programme which has seen 29 new universities built all over the country. This rapid development is often criticised for sacrificing quality for quantity, but has had a notable success in bringing many more Ethiopian women into higher education. The traditional patriarchal nature of Ethiopian society has sometimes struggled to cope with the changes and challenges that are being brought about by an increasingly educated female population. Through key informant analysis of the opinions of 14 experts on Ethiopian development and education this article looks at some of the major changes and challenges that universities are bringing about for female Ethiopians and asks what are the emerging consequences of increased university participation for the lives of Ethiopian women.

**Rogers, C. (2017). "I'm complicit and I'm ambivalent and that's crazy": care-less spaces for women in the academy. *Women's Studies International Forum*, 61, 115-122.**

This paper is about three working class women academics in their 40s, who are at different phases in their career. I take a reflexive, feminist, (Reay 2000, 2004, Ribbens and Edwards, 1998) life story approach (Plummer, 2001) in order to understand their particular narratives about identity, complicity, relationships and discomfort within the academy, and then how they inhabit care-less spaces. However unique their narratives, I am able to explore an aspect of higher education – women and their working relationships – through a lens of care-less spaces, and argue that care-less-ness in the academy, can create and reproduce animosity and collusion. Notably, this is damaging for intellectual pursuits, knowledge production and markedly, the identity of woman academics. In introducing this work, I first contextualise women in the academy and define the term care-less spaces, then move onto discuss feminist methods. I then explore and critique in some detail, the substantive findings under the headings of 'complicity and faking it' and 'publishing and collaboration'. The final section concludes the paper by drawing on Herring's (2013) legal premise, in the context of care ethics, as a way to interrogate particular care-less spaces within higher education.

**Wright, H. R., Cooper, L. y Luff, P. (2017). Women's ways of working: circumventing the masculine structures operating within and upon the university. *Women's Studies International Forum*, 61, 123-131.**

Three female, and feminist, academics become participant researchers to explore their working practices seeking to make visible the ways they work to wo(manage) the masculinist environment of the University. After reviewing the literature, the paper starts by considering what 'masculinist' means in this context, finding that it refers to both rigidity of structure

positioned as 'impartial' and, paradoxically, processes that enable competition and the clear identification of winners and losers; a University regime compatible with neo-liberal governance. Such values are at odds with those promoted within Early Years Education where 'caring' and 'inclusion' are fundamental, embedded in a strong 'domestic' tradition. The paper examines the historical practice of transferring 'mothering' skills into the educational institution and considers current attitudes and behaviours in relation to this synergy.

Analysing their own attitudes and practices through an innovative (and time-effective) methodology, AAA/I (Asynchronous Associative Auto/Inquiry), the participant researchers consider the ways in which, through collaboration, they ameliorate University processes and working conditions to support each other and their students. Findings are discussed in relation to masculinist traditions and competitiveness, collaboration and caring, and the creation of 'protective enclaves', feminised micro-contexts within the larger masculinist domain. Considering their actions *in toto*, the trio reflect on the extent that their actions promote, evade or hinder a move towards greater gender equality and admit to the personal costs of continually striving to change the working environment.

**Pritchard, A. y Morgan, N. (2017). Tourism lost leaders: analysing gender and performance. *Annals of Tourism Research*, 63, 34-47.**

Higher education is increasingly engaged with diversity initiatives, especially those focused on women in academic leadership, whilst there is an evolving literature across the humanities and the social, management and natural sciences, critiquing academia's gendered hierarchies. In contrast, senior academics in the field of tourism management have largely eluded similar sustained analysis. This paper builds on recent gender-aware studies of tourism's leading academics with three aims. Firstly, to widen evidence of gendering in tourism's academic leadership by scrutinizing and contextualizing performance indicators, which make and mark its leaders and shape its knowledge canon. Secondly, since critique alone cannot lead to transformation, the paper seeks to 'undo' gender in tourism's academy. Thirdly the paper presents interventions to accelerate academic gender equity.

**Ovseiko, P. V., Chapple, A., Edmunds, L. D. y Ziebland, S. (2017). Advancing gender equality through the Athena SWAN charter for women in Science: an exploratory study of women's and men's perceptions. *Health Research Policy and Systems*, 15(12). DOI: 10.1186/s12961-017-0177-9.**

#### BACKGROUND:

While in the United Kingdom, Ireland, and Australia, higher education and research institutions are widely engaged with the Athena SWAN Charter for Women in Science to advance gender equality, empirical research on this process and its impact is rare. This study combined two data sets (free- text comments from a survey and qualitative interviews) to explore the range of experiences and perceptions of participation in Athena SWAN in medical science departments of a research-intensive university in Oxford, United Kingdom.

#### METHODS:

The study is based on the secondary analysis of data from two projects: 59 respondents to an anonymous online survey (42 women, 17 men) provided relevant free-text comments and,

separately, 37 women participated in face-to-face narrative interviews. Free-text survey comments and narrative interviews were analysed thematically using constant comparison.

#### RESULTS:

Both women and men said that participation in Athena SWAN had brought about important structural and cultural changes, including increased support for women's careers, greater appreciation of caring responsibilities, and efforts to challenge discrimination and bias. Many said that these positive changes would not have happened without linkage of Athena SWAN to government research funding, while others thought there were unintended consequences. Concerns about the programme design and implementation included a perception that Athena SWAN has limited ability to address longstanding and entrenched power and pay imbalances, persisting lack of work-life balance in academic medicine, questions about the sustainability of positive changes, belief that achieving the award could become an end in itself, resentment about perceived positive discrimination, and perceptions that further structural and cultural changes were needed in the university and wider society.

#### CONCLUSIONS:

The findings from this study suggest that Athena SWAN has a positive impact in advancing gender equality, but there may be limits to how much it can improve gender equality without wider institutional and societal changes. To address the fundamental causes of gender inequality would require cultural change and welfare state policies incentivising men to increase their participation in unpaid work in the family, which is beyond the scope of higher education and research policy.

**Weeden, K. A., Thébaud, S. y Gelbgiser, D. (2017). Degrees of difference: gender segregation of U.S. doctorates by field and program prestige. *Sociological Science*, 4, 123-150.**

Women earn nearly half of doctoral degrees in research fields, yet doctoral education in the United States remains deeply segregated by gender. We argue that in addition to the oft-noted segregation of men and women by field of study, men and women may also be segregated across programs that differ in their prestige. Using data on all doctorates awarded in the United States from 2003 to 2014, field-specific program rankings, and field-level measures of math and verbal skills, we show that (1) “net” field segregation is very high and strongly associated with field-level math skills; (2) “net” prestige segregation is weaker than field segregation but still a nontrivial form of segregation in doctoral education; (3) women are underrepresented among graduates of the highest-and to a lesser extent, the lowest-prestige programs; and (4) the strength and pattern of prestige segregation varies substantially across fields, but little of this variation is associated with field skills.

**Richards, T. N., Branch, K. A., Fleury-Steiner, R. E. y Kafonek, K. (2017). A feminist analysis of campus sexual assault policies: results from a national simple. *Interdisciplinary Journal of Applied Family Studies*, 66, 104-115.**

Institutions of higher education (IHEs) in the United States are obligated to address sexual assault on campus under the Clery Act and Title IX, and a recent surge in societal interest in sexual assault among college students has prompted many IHEs to bolster their response. Little systematic information exists about IHEs' sexual assault policies and services and whether they



align with feminist-based models of advocacy. This study examined annual security reports and student handbooks and codes of conduct for a nationally representative sample of 4-year IHEs ( $N = 387$ ) and assessed IHEs' responses to sexual assault on college campuses through the lens of a feminist-based organizational model. Findings indicate that policies for the sampled IHEs include a mean of 12 of 17 policy components' aligned with feminist models, and 4% of sampled IHEs include all 17 components. Implications for improving IHEs' responses to sexual assault in ways consistent with feminist models are discussed.

**Lipton, B. (2017). Writing through the labyrinth: using l'écriture feminine in leadership studies. *Leadership, 13*(1), 64-80.**

Metaphors enable us to understand organisations in distinctive ways and explain the paucity of women in leadership positions, and yet, when gender discrimination is addressed via metaphor, women's responses, resistance and agency are rarely included in such analyses. In this article, I employ a narrative writing practice inspired by the work of Hélène Cixous as a way of exploring how we might research and write differently in leadership studies. Cixous invites women to reclaim their sexuality and subjectivity through a feminine mode of women's writing and what she defines as *l'écriture feminine* can be interpreted as a liberating bodily practice that aims to release women's repressed creative agency and transform phallogocentric structures. Using the Greek mythology of the Minotaur and the Labyrinth, this article weaves together these seemingly disparate concepts of myth, metaphor and feminist writing practices with leadership discourse to explore the ways in which academic women experience the university organisation as a labyrinth, how they navigate pathways to promotion and practice leadership. This creative analytic operates as a metanarrative that offers new ways of researching and writing leadership studies from the body, and reveals how myths continue to influence present experiences and structures in unexpected ways.

**Ahmad, S. (2017). Family or future in the academy? *Review of Educational Research, 87*(1), 204-239.**

This article critically reviews recent literature on the relationship between family formation and academic-career progression, emphasizing obstacles women face seeking a tenured position and beyond. Evidence indicates that the pipeline model is dominated by "ideal worker" norms. These norms impose rigid, tightly coupled, sequential, time-bound requirements on aspiring academics, making the raising of young children and advancing an academic career incompatible. Studies indicate that women with PhDs and young children are disproportionately more likely to leak out of the tenure-track pipeline. Lack of family friendliness is one of the chief reasons why women opt out of tenure-track careers. One way to increase the proportion of tenured women is to adapt the pipeline model by bolstering institutional work-family policies and providing child care centers. Departmental leaders can ensure that making use of work-family policies does not negatively affect tenure decisions. Collecting longitudinal data to evaluate how well policies are working is critical.

**Carrigan, C., O'Leary, K., Riskin, E., Yen, J. y O'Donnell, M. (2017). On-ramping: following women sticientis and engineers through their transition from non-academic to faculty careers. *The Journal of Technology Transfer, 42*(1), 98-115.**

A popular strategy for increasing women faculty in STEM (science, technology, engineering, and mathematics) departments is to hire from other universities, but this strategy fails to increase the number of women faculty nationally. This research investigates a new approach to faculty recruitment called “on-ramping,” the process by which women with PhDs leverage their nonacademic careers and enter academia as faculty members. This study follows women scientists and engineers from their non-academic to faculty career and analyzes their experiences transgressing the boundaries of STEM knowledge production sites. We used qualitative methods to collect and analyze semi-structured interviews about the experiences of ten female PhDs who successfully on-ramped into faculty positions with the support of a feminist professional community. Our data revealed four phases of on-ramping that characterized the transition to academia for our participants. Attention to gender in on-ramping also highlights concerns that span the personal and the professional in women scientists and engineers’ lives. By illuminating cultural and political practices in STEM sites of knowledge production and the effects of feminist interventions on women’s experiences of producing knowledge in STEM fields, this study offers a unique perspective that can elucidate the strengths and weaknesses of these sites, especially in regards to gender politics and knowledge production.

**Tam, T. y Araújo, E. (2017). Unfolding various academic mobility experiences of Southeast Asian women. *Gender, Place & Culture*, 24(12), 1768-1786.**

This article draws on data from a qualitative research study undertaken with the main aim of investigating the issue of the gender dimension of the academic mobility of Southeast Asian women. Our research describes Southeast Asian women’s experiences of mobility, narrating why they choose to be mobile, how the experience of going abroad was responded to and/or rejected by their family, how they experienced life in a different country, and what evaluations they make about these experiences in personal, familial, and professional terms. The article stresses the need to improve the understanding of the factors that are still determining the chances of women to be mobile and obtain fruitful gains from these experiences. For this to be attained, the article follows through an intersectional approach to mobility, considering it is of much use as it allows to comprehend that the disadvantages associated with gender are cumulative, multi-layered, resulting from effects of several variables, including of the emotional, social, economic, and political contexts.

**Fowler, J. L. (2017). Academics at work: mentoring in research, teaching, and service. *International Journal for Academic Development*, 22(4), 319-330.**

This qualitative interview study investigates how mentoring is used to develop knowledge and skills for early career academics across the academic roles of research, teaching, and service. Results indicate similar amounts of mentoring in research for men and women, more mentoring in teaching for women, and a lack of mentoring in service across gender. Methodological, theoretical, and practical implications for institutions of higher education are discussed, particularly those aimed at addressing inequality for women.

**Seo, G., Mehdiabadi, A. H. y Huang, W. (2017). Identifying core competencies to advance female professors’ careers: an exploratory study in United States academia. *Journal of Further and Higher Education*, 41(6), 741-759.**

This exploratory study aims to identify the core competencies necessary to successfully advance the careers of female associate professors in higher education. To ascertain these core career competencies, a critical incident interview technique was employed. One-to-one semi-structured interviews with six female full professors at a major research university in the Midwestern region of the United States were conducted. Based on participants' career advancement experiences, the following competencies were identified: (1) making important connections, (2) fulfilling responsibilities in academia, (3) being politically savvy, (4) managing personal and professional obligations, (5) developing a sense of self-agency for one's career, and (6) believing in one's self in the work environment. The action-oriented findings of this research, rather than skill-based, can be easily adapted by faculty and institutions, both domestically and internationally, to improve current practices. These findings offer a unique contribution for improving the research and practice of career development among female faculty in higher education.

**Clowes, L., Shefer, T. y Ngabaza, S. (2017). Participating unequally: student experiences at UWC. *Education as Change*, 21(2), 86-108.**

This paper uses Nancy Fraser's concept of participatory parity to reflect on data gathered by and from third year students in a final year research module in the Women's and Gender Studies Department at the University of the Western Cape in 2015. During the course students developed a research proposal, collected and shared data with other students, and then used this data to write a final (externally examinable) research report. Employing a participatory photovoice methodology, the students' research focused on ways in which social and group identities had shaped their experiences of feeling empowered and disempowered on campus. Each student took two photos representing experiences of feeling empowered and two of feeling disempowered on campus and wrote narratives of about 300 words explaining and describing the experience foregrounded by each image. Students shared these narratives and accompanying images with each other, their teachers and the wider university community through a public exhibition in the library. In the paper we draw on Fraser's concepts of maldistribution, misrecognition and misrepresentation to highlight constraints to equal participation identified by students.

**Gallego-Morón, N. (2017). Breaking the glass ceiling: the doctoral thesis defence as a key turning point. *Metode Science Studies Journal*, 7, 113-119.**

Statistics depict a university system that is not a space for equality – despite what we might expect of a meritocratic system. Women constitute a minority in positions of power and among high officials in university structures. This document analyses the possible causes in the decrease in women's participation after defending their doctoral theses, a key moment that represents the start of the glass ceiling. It delves into the relationship between co-optation systems, male power networks, and the allocation of pre-doctoral grants.

**Salazar, E. y Mesonada, C. (2017). Values of gender equality and specialization: differences between EU regions. *Economía agraria y recursos naturales*, 17(1), 59-88.**

We empirically contrast the Boserup hypothesis for the regions of the European Union. We relate the dominant productive orientation in each region (plough, hoe, animal) with indicators of gender equality: female participation in management positions, in primary education, in

higher education, in the labor market and the average hourly wage. Using a Probit model we find that, consistently with the hypothesis, there is a negative relationship between indicators and plough agriculture. Additionally, we prove that livestock-oriented regions also generate less egalitarian gender values than hoe-oriented regions.

**Kornilova, I. V. y Magsumov, T. A. (2017). Emancipation in educational system: formation of women's higher education in Russia. *European Journal of Contemporary Education*, 6(2), 352-366.**

The focus of the article is on one of the turning points in the education development in Russia of the late imperial period, i.e., the establishment of women's higher education in the second half of the 19th century. The researchers involved various sources, including periodicals, ego-documents, documents of management and record keeping obtained from regional archives, regulatory documents and directories for a systematic study of the formation process of women's higher education against the backdrop of the socio-political life of the Russian empire going through modernization. The combination of macro- and micro approaches in the context of the theory of modernization and gender-based history made it possible to consider the first women's higher courses as one of the most outstanding achievements made by the progressive public in the struggle for the equality of women as well as the development of women's education. The subject of the study was the women's higher courses, opened in the capital cities (Moscow and St. Petersburg) as well as provincial ones (Kazan and Kiev). The issues under study, being covered in the article, are the ones related to the socio-cultural aspects of the Russian movement for the right to obtain higher education and pedagogical profession up to the beginning of the 20th century. It is shown that Russian women in the struggle for equality with men initially demanded equal rights in the field of education in order to gain the opportunity to expand their professional activities and, consequently, to use their abilities for the benefit of society and achieve economic independence. Instability and constant attack on women's higher courses by the government, concerned about the growth of the revolutionary movement among women and inability to exercise their rights prevented students of women's higher courses from becoming full-fledged students, while the degree they got after graduating from the courses failed to provide them with equal civil and political rights with men. The results of the research can be applied in the practice of modernization of higher education and in studies on the history of Russian education.

**Subbaye, R. y Vithal, R. (2017). Gender, teaching and academic promotions in higher education. *Gender & Education*, 29(7), 926-951.**

Teaching is increasingly being considered for inclusion in academic promotions in a number of universities. This raises questions about how teaching is appraised in relation to research; and which teaching criteria contribute to promotions outcomes. This article investigates these questions from a gender perspective by statistically analysing the actual promotions outcomes by rank levels at a South African university where teaching and research have been equally evaluated in academic promotions. The findings show that, overall, there was no statistically significant difference in promotions success rates between males and females and that more females achieved excellence in teaching with higher scores than males. Two of the 10 teaching criteria analysed – 'ongoing study of tertiary education' and 'special recognition of teaching' showed statistically significantly higher scores for females with high effect sizes, pointing to the

importance of the Scholarship of Teaching and Learning in academic promotions for women. This study has implications for closing the gender gap in the senior ranks of universities.

**Alzeer, G. (2017). Cocoons as a space of their own: a case of Emirati women learners. *Gender, Place & Culture. A Journal of Feminist Geography*, 24(7), 1031-1050.**

This article focuses on 'cocooning' as a spatial practice of Emirati higher education women learners in a single-sex learning context, which emerged from exploring the intersectional and intertwined relationship of gender, place and culture with its unique cultural formation that informs women learners' spatiality. To understand women's spatiality and explore these intersecting relations, I conducted an ethnographic qualitative inquiry, applying multiple levels of data gathering and analysis. I also utilised social theories of space as a theoretical framework, specifically the social construction of space and Lefebvre's triad of perceived, conceived and lived space. Cocooning, represented in these women learners' unique spatial appropriation in their quest for a space of their own, emerged as a pervasive socially constructed spatial theme. As a spatial practice, it was largely influenced by the women learners' cultural model, including socio-cultural status and gender roles, rooted in their national, historical colonial and traditional past as well as current economic, political, demographic, academic-institutional and global positions and demands. Furthermore, cocooning is a spatial representation of what also seems a universal longing among women, beyond context and culture, for a space of one's own. Such a spatial need is manifested differently in the perceived space while shared in the conceived and lived.

**Bystydzienski, J., Thomas, N., Howe, S. y Desai, A. (2017). The leadership role of college deans and department chairs in academic culture change. *Studies in Higher Education*, 42(12), 2301-2315.**

Although it has been decades since gender inequality in academe was first highlighted, institutions around the world continue to struggle with how best to address the problem. Policies and procedures intended to increase women's representation appear to have had limited impact in many departments, especially those in science, technology, engineering, and mathematics fields. Hence, current gender mainstreaming efforts must focus not only on explicit procedures but also on fostering a broad gender equality culture. This article introduces the approach utilized by one US research-intensive university to provide administrators with the tools and motivation to pursue such goals. Pre- and post-training questionnaires demonstrated that training can shift administrator attitudes. In addition, interviews with participants and surveys of faculty indicated the extent to which this approach altered departmental culture beyond policy and procedure. The results demonstrate the importance of empowered unit administrators – deans and chairs – for the formation of a welcoming and inclusive departmental culture.

**Prah, E. (2017). Stratifications of blackness: meditations on the intersect of gender, race and age. *Agenda Empowering women for gender equity*, 31(1), 71-77.**

This paper seeks to address the current silences enmeshed in an articulation of blackness in higher education institutions. Using intersectionality as a theoretical framework I unpack the larger hegemonic structures that produce pockets of freedom and access for a select few that I, in many instances, am denied because of my age, gender and race. I am grappling with an

experience in which the very idea of my capabilities as an academic are challenged by a triple reflection that I constantly have to negotiate. It is increasingly becoming clear that it is not possible to ignore a presentation of identity that is absent of my ontological positionality as a young black female academic. Each identity that colours my field is fully loaded with its overlapping meanings that wrestle for front stage in an arena that presupposes my subordination even before I enter the space. My field of reason is measured by the sets of performative identities that I have inherited from centuries of interlocked suppressive systems that have been imposed on me, and that have figured and continue to figure me as a secondary and subordinate image. These inheritances largely still remain as powerful representations of an architecture of oppression.

This perspective is a meditation on how as a young black female academic I must redesign the misshapen hedge that sets borders to my imagined horizons of being. In academic writing the intersection of race and gender has been widely covered; however, the category of age has received less attention – so this paper sets to task the inclusion of age as a critical area where discrimination happens. Certainly for southern African writers the intersect of age, race and gender remains subjectively unaccounted for and the reflections presented here seek to make meaning of deceptive perceptions that arrive couched as well-meaning liberal hand-outs. I question my own subjective figuration of what it means to be young, to be black and to be a woman in an overwhelmingly ageing white male-oriented field.

**Ensour, W., Maaitah, H. y Kharabsheh, R. (2017). Barriers to Arab female academics' career development: legislation, HR policies and socio-cultural variables. *Management Research Review*, 40(10), 1058-1080.**

#### Purpose

Arab female academics struggle to advance within their universities in both academic and managerial ranks. Accordingly, this study aims to investigate the factors hindering Arab women's academic career development through studying the case of Jordanian academic women.

#### Design/methodology/approach

Data were gathered through document analysis (Jordan constitution, Jordanian Labour Law and its amendments, higher education and scientific research law, Jordanian universities' law and universities' HR policies and regulations), interviews with 20 female academics and a focus group with 13 female academics (members of the Association of Jordanian Female Academics).

#### Findings

The results indicate female academics as tokens facing many interconnected and interrelated barriers embodied in cultural, social, economic and legal factors. The findings support the general argument proposed in human resource management (HRM) literature regarding the influence of culture on HRM practices and also propose that the influence of culture extends to having an impact on HR policies' formulation as well as the formal legal system.

#### Originality/value

The influence of culture on women's career development and various HR practices is well established in HR literature. But the findings of this study present a further pressure of culture. HR policies and other regulations were found to be formulated in the crucible of national culture. Legalizing discriminatory issues deepens the stereotypical pictures of women, emphasizing the domestic role of women and making it harder to break the glass ceiling and old-boy network.

**Johnson, B. E. y Howard-Baptiste, S. (2017). Done well or not done at all: increasing minority women's representation in leadership. *Racially and Ethnically diverse Women Leading Education: A World View*, 25, 167-184.**

In order for students of any age to compete in a globalized, ever-changing society, it is imperative that those in leadership roles reflect the needs of the communities they serve. Part of service in any capacity requires critical self-reflection and consistent assessment of "who is missing from the table," in addition to conversation toward progress, social justice, and the transformation of antiquated ideologies and ways of knowing. As members of minority and historically marginalized groups reflect the majority of global citizens (Colby, S. L., & Ortman, J. M. (2015). Projections of the size and composition of the U.S. population: 2014–2060. U.S. Department of Commerce: Economics and Statistics Administration. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>), a paradigm shift is needed so that students, leaders, and learners can exist in an environment that supports critical and cognitive approaches to the absorption of knowledge. Utilizing Black Feminist Thought, a framework was created to not only identify racially and ethnically diverse women in educational leadership, but to provide a "roadmap" or guide for the sustainability of these leaders in the academy as well as in P-12 school systems. A Black female scholar and a Black male working in secondary and higher education provide a guide to assist those working as educators, administrators in the spaces of secondary and higher education. This narrative provides information that will provide an avenue for the exposure, experiences, and equity for Black women in education to be at the forefront of educational reform.

**Blair, E. E. (2017). Partners for success? Undergraduate women's post-feminist constructions of intimate relationships. *Gender and Education*, 29(6), 671-690.**

Past research suggests that undergraduate women have faced educational cultures in which their college experience is defined through romantic experiences. This study expands this literature by investigating how heightened achievement expectations for undergraduate women inform their broader conceptions of intimate relationships, by asking the following research question: how do high-achieving undergraduate women conceptualise intimate relationships? Through qualitative analysis of 76 semi-structured interviews, I find that study participants reject gendered narratives of romance and instead preserve their achievement by constructing two ideal relationship logics: independent and companionate logics. I suggest that participants' conceptions of relationships have undergone a notable inversion: students' constructions of positive intimate relationships centre on the maintenance of academic achievement and autonomy, and show the long reach of neoliberal, 'post-feminist' ideologies into women's everyday lives.

**Herman, C. y Kirkup, G. (2017). Combining feminist pedagogy and transactional distance to create gender-sensitive technology-enhanced learning. *Gender and Education*, 29(6), 781-795.**

In this paper, we argue for a new synthesis of two pedagogic theories: feminist pedagogy and transactional distance, which explain why and how distance education has been such a positive system for women in a national distance learning university. We illustrate this with examples of positive action initiatives for women. The concept of transactional distance allows us to explore distance as a form of psychological and communication space, not simply of geographical distance. Feminist pedagogy, on the other hand, has recognised the importance of gender in structuring disciplines as well as teaching strategies. Both theories implicitly position the face-to-face classroom as the ideal learning environment, with the implication that distance learning has to produce a deficient environment. We argue that the evidence for women does not support this and present examples of feminist distance learning provision that has offered successful technology-enhanced learning and educational opportunities.

**Mlambo, Y. A. y Mabokela, R. O. (2017). "It's more flexible": persistence of women engineers in the academy. *European Journal of Engineering Education*, 42(3), 271-285.**

The under-representation of women in engineering is an issue of concern for policy-makers. While much of the existing literature has focussed on understanding reasons for women's under-representation in engineering and related technical fields, there is a paucity of research that examines why women who are already in engineering persist. This study aims to answer the question, why do women engineers in academe persist in a discipline that is generally perceived to be inhospitable to women. Three main challenges, namely gender discrimination, lack of institutional and disciplinary support, and the rigid nature of the workplace, emerged as key impediments to women engineers in the private sector. In contrast, women engineers in the academy identified the flexibility offered by academic environments, the presence of personal support networks, and a passion for teaching and students as critical factors that influenced their decision to remain in academia.

**Kafonek, K. y Richards, T. N. (2017). An examination of strategies for the prevention of gender-based violence at four-year institutions of higher education. *Journal of School Violence*, 16(3), 271-285.**

Although gender-based violence prevention programs at institutions of higher education (IHEs) are mandated by federal legislation, research focusing on the prevalence or content of programming is limited. The present exploratory research examines campus websites for a nationally representative sample of Title IX eligible IHEs that offer at least a four-year degree ( $n = 389$ ), assessing whether IHEs offer prevention programs and whether programs include information cited in federal legislation or adhere to best practices. Differences in programming are also examined across IHE types. Results demonstrate that most IHEs report offering prevention programs (86%), but that differences do exist across IHE type: 97% of public nonprofit IHEs report programming compared to 46% of tribal institutions. Disparities also exist across IHE types regarding the content of programming. Results highlight the need to advance prevention programming to better align with "what works" in prevention science or what is expected by federal legislation.



**El Massah, S. S. y Fadly, D. (2017). Predictors of academic performance for finance students: Women at higher education in the UAE. *International Journal of Educational Management*, Vol. 31(7), 854-864.**

#### Purpose

The study uses data drawn from a senior finance major cohort of 78 female undergraduates at Zayed University (ZU)-UAE to investigate factors, which increase the likelihood of achieving better academic performance in an Islamic finance course based on information about socioeconomic background of female students. The paper aims to discuss these issues.

#### Design/methodology/approach

The research was conducted based on a survey designed to collect one-time individual data. Even though gender is considered as a variable affecting students' performance as documented in the literature, it shall not be addressed in this study as the sample of our survey is limited to the female gender only. Whereas the population under investigation is a cohort of undergraduate female students enrolled at a finance course: Islamic finance and banking (BUS426) at one of the national universities in the UAE. ZU was established in 1998 by the federal government of the United Arab Emirates to educate UAE national women, in 2008 ZU started to accept male students in a separated campus building. The university is organized academically into six colleges: Arts and Sciences, Business Sciences, Communication and Media Sciences, Education, Information Technology, and University College. The primary language of instruction is English, though graduates are expected to be fully fluent in both English and Arabic ([Zayed University, 2016](#)). BUS426 is one of the major courses offered to students majoring in finance. The course is taught in English and requires mathematical skills on basic levels, but is mostly dependent on logical and critical thinking skills.

#### Findings

The study found that among the socioeconomic variables tested that being married, having a highly educated mother and having high pre-entry qualifications were significant variables as they increase the likelihood of an "A grade" performance.

#### Originality/value

The extent to which socioeconomic factors and lifestyle could contribute to student performance outcomes in an Arab culture setting is not clear due to the scarcity of research on this particular topic; hence the study attempts to fill this gap.

**Rap, E. y Oré, M. T. (2017). Engineering masculinities: how higher education genders the water profession in Peru. *Engineering Studies*, 9(2), 95-119.**

By telling the story of an agricultural university in Peru, this article shows how a specific professional formation forges a strong linkage between engineering and masculine identities in water management. Although these identities come to be seen as self-evident or even natural, they are the outcome of diverse, repeated, and ritualized performances as part of the everyday life of the university. Through collectively enacting and experiencing such cultural performances, engineering students are trained to do science and technology in specific ways, ways that embody particularly masculine symbolic repertoires. On becoming part of a professional society,

through rites of passage such as hazing and field work, students simultaneously learn to behave as engineers and become 'real' men. Building on and sometimes actively re-working existing societal markers of hierarchy and difference, male engineers in this process distinguish themselves from non-engineers, women and 'other' men. With careful interviewing and observation of agricultural engineers, the article suggests an interpretive framework to analyse the multiple cultural and performative repertoires that 'engineer' specific masculinities.

**Rose, D. (2017). Keys that jingle and fold: federal student aid and the expansion of educational opportunity for black women. *Journal of Women, Politics & Policy*, 38(3), 363-384.**

Since the mid-20th century, the United States has seen a dramatic increase in Black women's educational attainment. Given Black women's status as "double minorities" and their disproportionate representation among low-income Americans, this trend has important implications for equal opportunity in the United States. While scholars recognize higher education as a central determinant of socioeconomic well-being and political engagement, we have yet to consider the role that federal higher education policies have played in expanding Black women's access to college degrees. This article examines the extent to which student aid programs have supported Black women's educational pursuits and influenced their educational attainment. I find that financial aid usage is associated with greater educational attainment and is perceived by Black women as significantly expanding educational opportunity.

**Tienxhi, J. Y. (2017). The gender gap in Malaysian public universities: examining the "lost boys". *Journal of International and Comparative Education*, 6(1), 1-16.**

This paper examines the growing gender gap between men and women in Malaysian public universities, using the Gender Parity Index (GPI) to measure gender disparities over time. It considers the gender gap in University of Malaya with other prominent overseas universities, and compares the GPI between all twenty public higher education institutions for the years 2009-2013. It also compares the GPI of public universities in Malaysia with local private education institutions, and examines the gender disparities in public universities in terms of subject segregation. Particular attention is paid to the gender segregation in terms of Science, Technology, Engineering and Mathematics (STEM) subjects; gender segregation in STEM subjects in Malaysian public universities is compared to East Asia Pacific averages. Lastly, various causes and explanations for the gender gap are explored.

**Burke, P. J. (2017). Difference in higher education pedagogies: gender, emotion and shame. *Gender and Education*, 29(4), 430-444.**

This paper draws attention to gendered inequalities in relation to pedagogic participation, the politics of difference and the concept of 'shame'. I use the term 'pedagogic participation' to illuminate the relationship between formations of difference, policy concerns to improve 'equity' and higher education participation in and across contested pedagogical spaces. Engaging feminist critiques and analyses of pedagogical practices and 'inclusion', I consider possibilities for creating 'parity of participation' in relation to the social justice struggles of redistribution, recognition, representation and embodied subjectivities. How might students and teachers create spaces for the parity of participation across and among these three inter-related social justice domains and formations of difference in ways that acknowledge the lived and embodied politics of emotion and shame? Through exploring this question, I aim to

re/imagine difference as a critical resource for opening up ethical, praxis-based pedagogical spaces and relations.

**Abalkhail, J. M. (2017). Women and leadership: challenges and opportunities in Saudi higher education. *Career Development International*, 22(2), 165-183.**

#### Purpose

The purpose of this paper is to examine women managers' perceptions of forces influencing their career progression to leadership positions in Saudi Arabian higher education (HE).

#### Design/methodology/approach

A qualitative, interpretive approach is adopted for analysing in-depth interviews with women managers in Saudi HE.

#### Findings

The findings of this study provide an in-depth understanding of Saudi women's experience in management in HE. This study shows that women face a number of challenges preventing them from achieving equitable representation in leadership positions; conversely, they do have some opportunities which help them in their careers. Additionally, it provides more explanation of how the macro factors trickle down to the organizational level to shape organizational process and practices, and have an impact on women accessing leadership positions. Furthermore, this study suggests that socio-cultural background does matter when studying women in management in the Saudi context.

#### Research limitations/implications

The paper, mainly focussing on women managers in Saudi HE, gives a clear picture of women's careers and influencing factors.

#### Practical implications

The research has implications for government and other related institutions to formulate effective policies and appropriate strategies to help Saudi women access leadership posts.

#### Originality/value

The novelty of this paper is in its focus on the under-researched topic of careers of Saudi women managers. The paper is also valuable as it emphasizes the societal context for researchers wishing to study women's careers in the Arab world.

**Edwards, J. (2017). Narrating experiences of sexism in higher education: a critical feminism autoethnography to make meaning of the past, challenge the status quo and consider the future. *International Journal of Qualitative Studies in Education*, 30(7), 621-634.**

Increasingly, the third-level sector across the world has acknowledged a hopeless track record of promoting and retaining competent women in leadership roles. However, change, in terms of women's contribution and participation, has been minimal at least, or gradual at the most optimistic. In this paper, a woman with more than two decades experience as a full-time academic in the field of higher education relates her sense of loss and purposelessness when

attempts to reach for a higher level position were consistently unsuccessful. Using autoethnography she relates her experiences of sexism in higher education, and the ways in which sexism turns into oppression through silencing. She proposes how her experiences point to the need for change, and she indicates that training to reduce gender bias has been proven to improve feelings of workplace fit for participants who collaborate with people who have addressed their gender bias.

**Torres-Guijarro, S. y Bengoechea, M. (2017). Gender differential in self-assessment: a fact neglected in higher education peer and self-assessment techniques. *Higher Education Research & Development*, 36(5), 1072-1084.**

This paper analyses student cross-assessment with a gender perspective in three different courses along several academic years in an engineering school in Spain. The aim of this study is to contribute to a wider understanding of the hidden effect of gender in higher education by testing if gender has any effect on the way students assess others and themselves. Previous research has demonstrated sex differences in self-image and self-confidence, which are both closely related to self-esteem and same- and other-sex esteem. It follows that gender effects might be expected in investigations on peer and self-assessment (PSA), as both techniques are closely linked to self-image and self-confidence. But a critical review of the literature on PSA with a gender perspective reveals that findings on this field are inconclusive, thus more research is needed. The analysis of the results of our study reveals that women judge themselves too harshly. As the literature on PSA does not show great concern for gender issues, some tentative suggestions are proposed to support PSA with gender-awareness sessions.

**Shinozaki, K. (2017). Gender and citizenship in academic career progression: an intersectional, meso-scale analysis in German higher education institutions. *Journal of Ethnic and Migration Studies*, 43(8), 1325-1346.**

In tune with the fundamental shift in Germany's skill-b(i)ased immigration policy since 2005, higher education institutions (HEIs) are increasingly becoming 'magnets' for a skilled migrant workforce. While 'internationalisation' is often understood as something to be celebrated and (further) accomplished, some observers speak of clear signs of discriminatory experiences among racialised and migrant academics. This is a new aspect, as social inequalities have by and large been considered in migration studies to be the sole terrain of labour mobility into less-skilled sectors of the economy. Meanwhile, abundant literature on gender and higher education shows that women academics have poorer access to career progression than men, demonstrating gender-based academic career inequalities. However, the insights generated in these two strands of scholarship have seldom been in conversation with one another. This paper takes stock of the lack of an intersectional perspective, focusing on citizenship and gender within HEIs as hiring meso-level organisations that are becoming increasingly transnationalised. It explores the intersectionality of citizenship and gender in accessing academic career advancement by examining three key career stages, that is, doctoral researchers, postdoctoral researchers, and professors, in two case-study HEIs.

**Kataeva, Z. y DeYoung, A. J. (2017). Gender and the academic profession in contemporary Tajikistan: challenges and opportunities expressed by women who remain. *Central Asian Survey*, 36(2), 247-262.**

This article attempts to describe the deleterious impact of higher educational changes affecting female faculty members working in Tajik universities in the post-Soviet era. Over the past two decades, the social and economic position women gained during Soviet times has significantly eroded, bringing enormous challenges to education and higher education access, completion and staffing. The demographic and cultural marginalization of women here has negatively impacted university teaching opportunities and the status of women faculty members. Ethnographic interviews – along with relevant secondary data – reveal that despite various official gender-equity policies announced by the state, female participation issues remain prominent in the university. Our interviewees also report continued difficulty entering higher faculty ranks and leadership positions in university. However, significant numbers of women are still to be found there, and they report a workable compromise between being professional educators and trying to navigate a local culture that is becoming more ‘traditional’.

**Nielsen, M. W. (2017). Scandinavian approaches to gender equality in academia: a comparative study. *Scandinavian Journal of Educational Research*, 61(3), 295-318.**

This study investigates how Denmark, Norway, and Sweden approach issues of gender equality in research differently. Based on a comparative document analysis of gender equality activities in six Scandinavian universities, together with an examination of the legislative and political frameworks surrounding these activities, the article provides new insights into the respective strategies for governing and promoting the advancement of women researchers. In doing so, it exposes some interesting disparities among the cases and shows how Norwegian and Swedish gender equality activities revolve around a broader span of different approaches than the Danish. The study draws upon existing knowledge on the efficacy and implementation success of diversity policy programmes to gain a more profound understanding of implications of these differences.

**Sahu, B., Jeffery, P. y Nakkeeran, N. (2017). Barriers to higher education: commonalities and contrast in the experiences of Hindu and Mulism young women in urban Bengaluru. *Compare-a Journal of Comparative and International Education*, 47(2), 177-191.**

Gender inequalities in educational attainment have attracted considerable attention and this article aims to contribute to our understanding of young women's access to higher education. The article is based on our in-depth interviews with 26 Hindu and Muslim young women attending colleges in urban Bengaluru (formerly Bangalore), south India, and explores the barriers they confronted in fulfilling their aspirations. We highlight the similarities amongst the young women, as well as the distinctive experiences of the Hindu and Muslim interviewees. Financial constraints, lack of safety for women in public space, and gender bias, gossip and social control within the family and the local community affected Hindu and Muslim interviewees in substantially similar ways. For the Muslim interviewees, however, gender disadvantage was compounded by their minority status. This both underlines the importance of incorporating communal politics into our analysis and undermines popular discourses that stereotype Muslims in India as averse to girls' and young women's education.

**Christie, M., O'Neil, M., Rutter, K., Young, G. y Medland, A. (2017). Understanding why women are under-represented in Science, Techonology, Engineering and Mathematics (STEM)**

**within higher education: a regional case study. *Production*, 27. DOI: [10.1590/0103-6513.220516](https://doi.org/10.1590/0103-6513.220516)**

Participation rates of women in Science, Technology, Engineering and Mathematics (STEM) is comparatively low and their attrition rates high. An obvious solution is to attract more women to study such subjects. In 2016 the authors undertook research to find out why so few women enrolled in STEM subjects and investigate ways of increasing their recruitment and retention in this area. The informants in our study were enrolled in a tertiary preparation course as well as nursing and education programs. A critique of the literature was used to develop a survey that informed focus group and interview schedules which were used in collecting data. Our study found that many of the factors that hindered women from applying for STEM courses twenty years ago still apply today and recommends actions that can help increase recruitment of women into STEM and assist their retention and graduation in those areas of tertiary education.

**Bernal, A., Le, K., West, A. M. y Brown, K. S. (2017). An examination of rates, rank, advancement, and salary of women faculty in COAMFTE-accredited training programs. *Journal of Feminist Family Therapy*, 29(1-2), 88-101.**

Gender distribution in relation to academic rank and salary is explored across Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) accredited training programs. The researchers collected faculty gender, academic rank, institution's Carnegie Classification and program type data from 126 COAMFTE accredited programs. Findings confirmed that even though women faculty tend to be larger in number, there is a higher proportion of men faculty at higher academic ranks and within research intensive institutions. Salary data of 35 public institutions indicate that men faculty are paid 12% more than women faculty. Future research into the mechanisms that prevent women from advancement and higher pay is recommended.

**Whitten, D. L. (2017). Mentoring and work engagement for female accounting, faculty members in higher education. *Mentoring & Tutoring: Partnership in Learning*, 24(5), 365-382.**

Women have comprised the majority of accounting graduates with bachelor and master degrees since the 1980s and 1990s, respectively, but currently only account for about 30% of doctoral students. Their representation in the accounting professoriate is essentially the same. Supportive strategies, such as mentoring, assist disciplines in which women are under-represented in attracting and retaining them in the work environment. Work engagement is one measure of a person's commitment to their current employer. Therefore, understanding which aspects of mentoring increase the level of work engagement of those women currently in academia is important and can guide institutions in developing mentoring programs. In my study, I investigated factors that predict work engagement for female accounting professors.

**Peterson, H. (2017). Gender and prestige in Swedish academia: exploring senior management in universities and university colleges. *Scandinavian Journal of Educational Research*, 61(1), 1-17.**

This article highlights the multifaceted character of the Swedish higher education sector and investigates senior academic management positions from a gender perspective using theories

about an academic prestige economy and academic capitalism. The focus is on an aspect often overseen in research on Swedish academia: the distinction between universities and university colleges. The analysis draws on interviews with 22 women in senior management positions in Swedish higher education and a quantitative mapping of the Vice-Chancellor and Pro-Vice-Chancellor positions in universities and university colleges between 1990 and 2015. The results illustrate that the academic prestige economy is interwoven with both gender and academic capitalism and produce different working conditions and requirements for senior managers at universities and university colleges.

**Santiago, I., Karimi, N. y Alicea, Z. R. (2017). Neoliberalism and higher education: a collective autoethnography of brown women teaching assistants. *Gender and Education*, 29(1), 48-65.**

The neoliberal conceptualisation of institutions of higher education positions them as transnational corporations of knowledge production that sell services internationally. In this context, realities are experienced differently based on attributes such as class, gender, race, region, and increasingly religion. As a result, women in academia, but particularly Brown Women Teaching Assistants (TAs), encounter restrictions in exercising their agency. This systematic *othering* of minority women through unfair assessment of their work and the silencing of their voices leaves them in a de-powered and vulnerable position. As women of colour in higher education, we draw upon comparable and unique life stories as a data source for a *collaborative autoethnography*. Furthermore, we adopt an arts-based lens through which we make sense of our narratives. Our aggregated stories reflect a constant negotiation for status as TAs in business-driven institutions of higher education.