



- ***Comparative Education:***

Teelken, C., & Deem, R. (2013). All are equal, but some are more equal than others: managerialism and gender equality in higher education in comparative perspective. *Comparative Education*, 49(4), 520-535.

The main purpose of this paper is to investigate what impact new regimes of management and governance, including new managerialism, have had on perceptions of gender equality at universities in three Western European countries. While in accordance with national laws and EU directives, contemporary current management approaches in universities should, in theory, stimulate equality of opportunities and diminish regimes of inequality, our findings from qualitative interviews across the Netherlands, Sweden and the UK provide a very different picture. Our data show that these new governance approaches actually re-emphasise the existing status quo in various ways and enable more subtle forms of discrimination despite the existence of a veneer of equality. Consequently, some women find themselves sidelined by the gap between formal procedures designed to deal with inequalities and the institutional cultures and practices towards selection and promotion.

- ***Higher Education Policy:***

Machado-Taylor, M.L. (2013). Job Satisfaction of Academics: Does Gender Matter?. *Higher Education Policy*, (5 November 2013), doi:10.1057/hep.2013.34.

Academic work in higher education has been influenced by global trends such as accountability, massification and deteriorating financial support. Within this broader context, the performance of academic staff as teachers and researchers has an impact on student learning and implications for the quality of higher education institutions (HEIs). Therefore, satisfaction of academic staff is critical to the effective functioning of HEIs. This article reports on a study of academic career satisfaction in Portugal and gender differences with respect to academic job satisfaction. It found that male respondents in HEIs were in higher positions than women, but less so in private institutions. It also analysed some aspects of the professional context in which women and men work in order to explain similarities and/or differences in job satisfaction. The main difference was that women were less satisfied with personal and professional development, especially the balance between work and family.

- **Higher Education Studies:**

Tomas, M., & Castro, D. (2013). The Perspective of Women Managing Research Teams in Social Sciences. *Higher Education Studies*, 3(4), 15-25.

This article presents a research study that focuses on how women manage research teams. More specifically, the study aims to ascertain the perception of female researchers who are leaders of research groups in social sciences with regard to the formation, operation and management of their research teams. Fifteen interviews were carried out, eight at the Universitat Autònoma de Barcelona and seven at the Universidad de Barcelona, representing one quarter of women responsible for research teams in the field of social sciences. Findings suggest that female researchers seek to build highly cohesive teams that engender a good working atmosphere and good interpersonal relationships, with the capacity to generate high academic and scientific performance closely linked to other international groups.

- **Educational Management Administration & Leadership:**

Collings, S., Conner, L., McPherson, K., Midson, B., & Wilson, C. (2011). Learning to Be Leaders in Higher Education: What Helps or Hinders Women's Advancement as Leaders in Universities. *Educational Management Administration & Leadership*, 39(1), 44-62.

This article examines 110 reported incidents from an online survey of 26 women from each of the eight universities in New Zealand. They responded to questions asking them to describe times when work and non-work situations have helped or hindered their advancement in university leadership roles. Five key themes, incorporating a range of factors, emerged as making a difference to advancement as leaders. These themes are: work relationships; university environment; invisible rules; proactivity; and personal circumstances. This research is part of the L-SHIP (Leadership- Supporting Higher Intent & Practice) project and has two main aims. First, to identify factors in universities that help and hinder women's advancement as leaders, as reported by women; second, to provide useful evidence to underpin the development of programmes supporting women's advancement in university leadership roles. This research is a first step in the development of the L-SHIP Toolkit for good practice in leadership development in higher education.

- **Ethics and Education:**

Ainston, S.J. (2011). Equality, justice and gender: barriers to the ethical university for women. *Ethics and Education*, 6(3), 279-291.

Academic women experience working in higher education differently to their male counterparts. This article argues that the unequal position of women academics is unethical, irrespective of whether one takes a consequentialist or deontological ethical position. By drawing on a range of international studies, the article explores the reasons for this inequity, suggesting that the 'cult of individual responsibility', the positioning of women academics as 'other' and the impact of having a family are significant factors. Having identified the reasons why university women experience the system differently, the article then reflects on how the ethical university can move towards bringing about greater equity between male and female colleagues.

- **Education XXI:**

Lozano Cabezas, I., Iglesias Martínez, M.J., & Martínez Ruiz, M^a. A. (in press). The opportunities for women in professional academic development: a quality research. *Education XXI*, 17(1), 157-182.

In the current society of intense social connections, there is wide scientific consensus in relation to the issue advocating that professional development can benefit from true participation and interaction in the community of reference. Within this framework, the aim of this research has been to inquire about the perceptions of female academic professionals at the University of Alicante, and more specifically, to examine their opinions and personal experiences regarding professional interrelations with mentors and their integration in professional networks. The applied methodology has combined the processes of qualitative and quantitative interpretation supported by the AQUAD Six data processing program, which facilitates the presentation of results. The results show clear evidence in relation to the fact that, although the persistence of gender differentials in Higher Education Institutions is statistically evident, academic women do not blame institutions for discrimination nor do they feel like victims, but they would like a more collaborative structure in the university community which could provide effective opportunities in their professional development, and lead not only to equitable participation and promotion but also help the progress of the institution.

- **Curriculum Inquiry:**

Thompson, A. (2003). Caring in Context: Four Feminist Theories on Gender and Education. *Curriculum Inquiry*, 33(1), 9-65.

The purpose of this article is to put the problematic claims made for educational caring in context by indicating how three competing feminist analyses have addressed the question of gender inequity. Neither from the liberal perspective offered by socialization theory nor from the leftist perspectives offered by structural and deconstructive analyses can caring be considered an adequate solution to educational inequity. Indeed, because "caring" as theorized in gender difference theory turns upon specifically Western, white, middle-class, and heterosexual assumptions about gender and femininity, it risks contributing to patterns of educational exclusion. To understand both the promise and the limitations of gender difference theory, it is necessary to evaluate that theory in the context of other influential educational feminist theories.

- **Journal of the Professoriate:**

Hart, J. (2007). Creating networks as an activist strategy: Differing approaches among academic feminist organizations. *Journal of the Professoriate*, 2(1), 33-52.

- **Equity & Excellence in Education:**

Cress, C.M., & Hart, J. (2009). Playing Soccer on the Football Field: The Persistence of Gender Inequities for Women Faculty. *Equity & Excellence in Education*, 42(4), 473-488.

Sports metaphor is employed as an epistemic tool for describing psychological, sociocultural, and organizational factors that contribute to enduring gender bias, inequalities, and discrimination faced by women faculty at colleges and universities. Quantitative and qualitative data from two comprehensive institutional campus climate studies show that women and men faculty experience their work lives differently. Based upon our analyses, we argue for restructuring the embedded normative values and processes that inform the academic playbook.

- **Journal of Diversity in Higher Education:**

Worthington, R.L., Navarro, R.L., Loewy, M., & Hart, J. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and college students' perceptions of campus climate. *Journal of Diversity in Higher Education*, 1(1), 8-19.

Racial-ethnic group membership, color-blind racial attitudes (i.e., unawareness of racial privilege, institutional discrimination, and blatant racial issues), and social dominance orientation were used to predict perceptions of campus climate in general and specifically for people of color among a sample of 144 undergraduate, graduate, and professional students at a predominately White university. Results indicate that after controlling for racial-ethnic minority status, perceptions of "general campus climate" (GCC) and "racial-ethnic campus climate" (RECC) are predicted by color-blind racial attitudes. Post hoc analyses indicated that unawareness of racial privilege partially mediated the relationship between race and RECC and fully mediated the relationship between race and GCC. Individuals with higher levels of color-blind racial attitudes tend to perceive the campus climate more positively. Implications for research, training and practice are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

- **Hart, J., Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education*, 1(4), 222-234.**

The term campus climate has become commonplace within higher education. However, there is little consensus on how best to define and measure it. Our study is a qualitative content analysis of 118 campus climate studies. Guided by the conceptual understanding of campus climate put forth by Peterson and Spencer (1990), we explore the nature of campus climate research based upon studies found in a clearinghouse database of faculty campus climate studies. We found that those conducting studies are most often institutional employees. There was no standardization of design or instrumentation in these studies. Studies did not rely on a single definition of campus climate or on any set of best practices for assessing campus climate. Additionally, studies explored various aspects and constituents of the campus--both in and out of the classroom, and for the working environment for faculty and students and occasionally staff and administrators. Implications and specific recommendations for conducting campus climate research based upon extant literature and on findings from the study are included.

- **Innovative Higher Education:**

Hart, J., & Mars, M.M. (2009). Joint Appointments and the Professoriate: Two Houses but no Home. *Innovative Higher Education*, 34(1), 19-32.

Interdisciplinary work within higher education has increased significantly over past decades (Amey 2004; Creamer and Lattuca 2005). However, the professional implications of interdisciplinary research and instruction for the faculty members who engage in such academic work remain unclear. This study of science educators who hold appointments in two academic departments begins to address this empirical gap. The outcomes provide insight into the factors that influence the professional lives of these faculty members. The knowledge gained from the study will provide mentors, colleagues, and administrators insight into the challenges facing academics undertaking this work. Further, this research seeks to inform policy makers in regard to how tenure and promotion is determined for jointly appointed faculty in science education and other interdisciplinary fields.

- **Higher Education Research & Development:**

David, M.E. (2012). Feminism, gender and global higher education: women's learning lives. *Higher Education Research & Development*, 31(5), 679-687.

In this invited commentary, I offer a critique of two lacunae in the emerging field. I consider how aspects of research on the transformations of global higher education constitute an emergent sociology of higher education, and I also review how the dominant tendencies occlude gender and feminist perspectives. By way of enticing readers to consider these absences, I present research evidence from a feminist and sociological perspective about the innovative and refreshing critiques of transformations in HE and the future of universities. I also contend that women's learning lives on in feminist scholarship and emergent new knowledge that may contribute to the university of the future. First, I present some recent feminist and sociological research that was published in a special issue of a new Routledge journal for the UK's Academy of Social Sciences, *Contemporary Social Science*, which drew on a seminar series about Imagining the University of the Future. All the contributors presented critiques of the current dominant perspectives in research on global higher education. They also presented narratives that constitute new knowledge created with new methodologies and gendered or feminist frames of reference. Second, I present evidence from another Routledge journal, but this time the long-standing *British Journal of Sociology of Education*, to develop a sociology of higher education through a recent virtual special issue which brings together articles over the last five years. This demonstrates the rich theoretical diversity of sociological studies of the transformations of global higher education, including from a gender and feminist perspective. Finally, I conclude with offering a comment about the vitality and vibrancy of women's learning across their lives, especially through the contributions of generations of feminist scholars to these new fields of endeavour. Feminist knowledge and scholarship are important to understanding global HE and the university of the future.

- **Women's Studies International Forum:**

Bennett, R.S., Whitaker, K.G., Wooley Smith, N.J., & Sablove, A. (1987). Changing The Rules of The Game: Reflections Toward a Feminist Analysis of Sport. *Women's Studies International Forum*, 10(4), 369-379.

Sport, play and games are institutionalized forms of activity used to help maintain male cultural hegemony. Despite reform which has improved access to sport for highly skilled females, the vast majority of girls and women are still systematically denied opportunities to develop physical competence. Imposition of various social control mechanisms enforces this denial, serving to disable women and to perpetuate women's lack of control over our bodies. Despite the thorough identification of sport with masculinity, its strong symbolic value for patriarchy, and women's lack of full access, sport, play, and games have received little attention from feminist scholars. The dynamics which perpetuate a lack of feminist dialogue about sport may stem from the dualistic view which supports patriarchy, and its influence even on feminist scholars. Homophobia, lesbian-baiting, fear, and lack of understanding among those who could engage in the dialogue are further barriers. Yet sport may have the potential to be reclaimed and to function for women's benefit. A shift in framework must first occur, so that women-centered questions form the bases of our analyses of sport. Women-centered questions in two areas, sport and women's sense of meaning of self, and sport and women's sexuality, give rise to a rich vision of sport as a women-defined and women-serving endeavor, useful in cracking the foundations of patriarchal control. While reconceptualization of sport is a difficult task, it must begin with changes in the concept of domination and submission upon which sport under patriarchy is based. Eliminating this expression of dualism may enable women to use the sport experience to help reclaim ourselves as unified, self-controlling women.

- **European Journal of Women's Studies:**

Budgeon, S. (2001). Emerging Feminist (?) Identities: Young women and the Practice of Micropolitics. *European Journal of Women's Studies*, 8(1), 7-28.

The article seeks to examine identities young women are producing within late modern social conditions with the aim of exploring these identities in relation to the increasingly fragmented project of second wave feminism. In order to evaluate whether feminism has maintained intergenerational currency, the article, based upon interviews with 33 young women aged 16–20, discusses ways in which young women are engaging with choices available to them. The active negotiation of identity(ies) requires an examination of the discourses available to the subjects and in this study it is apparent that, while these young women were alienated from second wave feminism, their identities were indeed informed by intrinsically feminist ideals. This contradiction begs the question of what place young women occupy within the increasingly diverse category of 'feminisms'? The tension between second wave feminism and postfeminism and their problematic relationship is analysed as a problem deriving from difference. Analysis of interview material is used to argue that the identities under construction allow the young women to engage in a resistant fashion with the choices they have available at the micro-level of everyday life.

- **Advancing Women in Leadership:**

Hart, J. (2005). **Activism among feminist academics: Professionalized activism and activist professionals.** *Advancing Women in Leadership*, 18.

- **National Women's Studies Association Journal:**

Hart, J. (2008). **Mobilization Among Women Academics: The Interplay Between Feminism and Professionalization.** *National Women's Studies Association Journal*, 20(1), 184-208.

Semi-structured individual interviews and document and observational analyses from two feminist faculty grassroots networks provide an understanding of how faculty confront an inequitable campus climate. From these data, the author shows that two subtly different strategies emerge to help women mobilize and address issues of discrimination and bias. One organization is a professional organization of feminists while the other is an activist organization of professionals, which in both cases help define academic feminism and the faculty profession.

Bystydzienski, J.M., & Brown, A. (2012). I Just Want to Help People": Young Women's Gendered Engagement with Engineering. *National Women's Studies Association Journal*, 24(3), 1-21.

Research on women in science, technology, engineering, and mathematics (STEM) has focused scant attention on how young women engage with the gendered construction of engineering as they decide whether or not to enter the field. Drawing on data from a study of more than a hundred diverse girls who participated in a National Science Foundation intervention and research project titled Female Recruits Explore Engineering (FREE), the article shows that their involvement with engineering is strongly gendered. The study participants were aware that engineering is male-dominated and not particularly open to women. They, especially the white and economically privileged girls, were also skeptical regarding the gendered messages they were receiving via programs designed to attract them to engineering. However, once the participants began to engage with engineering—through the selection of possible fields of study and by executing engineering projects—they did so in stereotypically gendered ways. The article's findings indicate that the girls' perceptions and choices are influenced by the presentation of engineering on websites, at career fairs, and through other venues designed to attract young women to engineering

- **Feminist Theory:**

Pereira, M.M. (2012). 'Feminist theory is proper knowledge, but ...': The status of feminist scholarship in the academy. *Feminist Theory*, 13(3), 283-303.

This article explores some of the most significant questions in feminist epistemology: how do academics demarcate what constitutes 'proper' academic knowledge? And to what extent is feminist theory and research recognised as such? I draw on material from an ethnographic study of academia in Portugal to examine the claims that non-feminist scholars make in classrooms and conferences about the epistemic status of feminist scholarship. I observed that feminist work was very commonly described as capable of generating credible and valuable knowledge, but only in some instances and in limited ways. I present examples of these adversative claims (i.e. propositions that express opposition or discrepancy through a 'but' or equivalent adversative conjunction) and analyse their structure, content and uses of caricature and humour, showing how epistemic boundaries are drawn in them and how feminist scholarship is positioned in relation to those boundaries. I argue that this boundary-work produces a representation

of feminist scholarship as being located partly within, and partly outside, the realm of proper knowledge, a move which I designate as an epistemic splitting of that scholarship. I suggest that this splitting enables and legitimates a selective engagement with feminist work, because it provides non-feminist scholars with a recognised epistemological rationale for taking into account the feminist insights which broadly fit mainstream frameworks, while simultaneously rejecting as epistemologically unsound the feminist critiques of those frameworks.

- **Gender & Society:**

Rhton, L.A. (2011). Distancing as a Gendered Barrier Understanding Women Scientists' Gender Practices. *Gender & Society, 25(6)*, 696-716.

Gendered barriers to women's advancement in STEM disciplines are subtle, often the result of gender practices, gender stereotypes, and gendered occupational cultures. Professional socialization into scientific cultures encourages and rewards gender practices that help to maintain gendered barriers. This article focuses more specifically on how individual women scientists' gender practices potentially sustain gender barriers. Findings based on interview data from thirty women in academic STEM fields reveal that women draw on gendered expectations and norms within their disciplines to discursively distance themselves from other women they perceive as having deviated from such norms and expectations. The types of distancing in which these respondents engage reflect and support gendered structures, cultures, and practices that ultimately disadvantage women and obscure gender inequality. I conclude by discussing the implications of women scientists' distancing practices for efforts to change the gendered cultures of STEM disciplines.

Ecklund, E.H., Lincoln, A.E., Tansey, C. (2012). Gender Segregation in Elite Academic Science. *Gender & Society, 26(5)*, 693-717.

Efforts to understand gender segregation within and among science disciplines have focused on both supply- and demand-side explanations. Yet we know little about how academic scientists themselves view the sources of such segregation. Utilizing data from a survey of scientists at thirty top U.S. graduate programs in physics and biology (n = 2,503) and semistructured interviews with 150 of them, this article examines the reasons academic scientists provide for differences in the distribution of women in biology and physics. In quantitative analyses, gender is more salient than discipline in determining the reasons scientists provide for gender disparities between disciplines, suggesting that gender may act as a "master status," shaping the experiences of scientists regardless of the gender composition of the discipline. Qualitative interviews confirm this interpretation and reveal that scientists also perceive mentoring, natural differences, discrimination, and the history of the disciplines to be important factors. Results contribute to research on the relationship between emotional labor and occupational gender segregation conducted in professions such as law and nursing.

- **Journal of Women's Health:**

Morahan, P.S., Rosen, S.E., Richman, R.C., & Gleason, K.A. (2011). The Leadership Continuum: A Framework for Organizational and Individual Assessment Relative to the Advancement of Women Physicians and Scientists. *Journal of Women's Health, 20(3)*, 387-396.

Background: In the United States, women have attained near gender equity at the entry stages in academic medicine; however, progress has been much slower at senior leadership levels. The paucity of women leaders inhibits the ability of academic medicine to adequately meet the needs of an

increasingly diverse body of students, faculty, staff, and patients. Research indicates that until a critical mass of women with sustained success as leaders is achieved, it is unlikely that this deficit will be corrected.

Methods: To promote the attainment of a critical mass of women leaders, the authors integrate two approaches to advancing women—the concept of a leadership continuum and a framework of practical approaches for moving toward gender equity at all ranks.

Results: An institutional guide is presented that can be used to promote dialogue about gender equity, noting areas of success and opportunities for additional improvement as well as an assessment of progress. A corresponding checklist has been developed that women faculty can use as a reflection guide for their career planning and to assess their position and progress along the leadership continuum.

Conclusions: Proactive, ongoing use of these frameworks can promote reflective dialogue and provide direction and accountability for institutions working to advance women into leadership positions.

- ***Multidisciplinary Journal of Gender Studies:***

Griffiths, V. (2012). Women Leaders in Higher Education: Organizational Cultures and Personal Resilience. *Multidisciplinary Journal of Gender Studies*, 1(1), 70-94.

In this article, findings are presented from a study of women leaders in higher education, carried out in two universities in England, focusing particularly on the perspectives of women in a range of leadership roles in a new university. 18 women leaders were interviewed about their experiences of leadership, including day to day and strategic work, relationships with colleagues and forms of support. The analysis draws on a feminist theoretical framework in a changing global context for women in higher education. As in Airini et al. (2011), findings show a close interaction between personal, professional and organizational factors. The new university provided a positive context in terms of numbers of women in senior positions, as well as leadership training, mentoring and female role models, in contrast to the old university where women leaders were still in the minority. The women leaders demonstrated highly skilful, principled leadership styles and a blend of inclusive, collegial approaches with direction and vision. It is argued that a balance was maintained at the new university between new managerialism and a caring ethos, which provided a supportive context for women leaders.

- ***British Journal of Guidance & Counseling:***

Bagilhole, B. (2006). Family-friendly policies and equal opportunities: a contradiction in terms? *British Journal of Guidance & Counseling*, 34(3), 327-343.

This paper presents the findings from a research study of one large public sector organisation's strategy to promote gender equality and family friendliness. An examination was made of the organisation's policy documentation in this area and a questionnaire survey containing both closed and open-ended questions was undertaken across all staff in the organisation: women and men, professional, technical, administrative, secretarial, cleaning, catering and security staff. This paper reports the findings from this investigation. It analyses the informants' knowledge of, and views on, the impact of the equal opportunities strategy, and any suggestions they had for its development. Also, their views on gender equality more generally within society were interrogated to explore any interconnection between these views and resistance to change within their organisation. By exposing the complex nature of this equal opportunities/family-friendly (EO/FF) project in one organisation, the findings have potentially interesting implications for gender equality, which could benefit from further investigation.

- **Journal of Human Behavior in the Social Environment:**

Hart, J.L., & Cress, C.M. (2008). Are Women Faculty Just “Worrywarts?” Accounting for Gender Differences in Self-Reported Stress. *Journal of Human Behavior in the Social Environment*, 17(1-2), 175-193.

Contrary to notions that faculty women are overly sensitive and over-dramatize their work-life challenges, quantitative and qualitative data from a large public research university provide contrasting work-life experiences for female and male faculty. Significant gender differences, emphasized by rich description from faculty, are reported in teaching, service, and research responsibilities that contribute to increased levels of stress for women. Specific strategies for creating more equitable and less stressful work environments are highlighted.

- **Journal of American Society For Information Science and Technologic:**

Aksnes, D.W., Rorstad, K., Piro, F., & Sivertsen, G. (2011). Are female researchers less cited? A large-scale study of Norwegian scientists. *Journal of American Society For Information Science and Technologic*, 62(4), 628-636.

Numerous studies have shown that female scientists tend to publish significantly fewer publications than do their male colleagues. In this study, we have analyzed whether similar differences also can be found in terms of citation rates. Based on a large-scale study of 8,500 Norwegian researchers and more than 37,000 publications covering all areas of knowledge, we conclude that the publications of female researchers are less cited than are those of men, although the differences are not large. The gender differences in citation rates can be attributed to differences in productivity. There is a cumulative advantage effect of increasing publication output on citation rates. Since the women in our study publish significantly fewer publications than do men, they benefit less from this effect. The study also provides results on how publication and citation rates vary according to scientific position, age, and discipline.

- **Research Policy:**

Bozeman, B., & Gaughan, M. (2011). How do men and women differ in research collaborations? An analysis of the collaborative motives and strategies of academic researchers. *Research Policy*, 40(10), 1393-1402.

Do men and women academic faculty vary in their research collaboration patterns and strategies? This straightforward question does not lend itself to a straightforward answer. A great many sex-correlated variables could possibly mitigate the relationship of sex and collaboration. If one finds sex-correlated differences in the number of collaborators, can one infer that there is something intrinsic to men's and women's work strategies and preferences? Or would such differences owe instead to women's and men's different positions in work structures and hierarchies? The focus here is on two sets of research collaboration variables, numbers of collaborators and the collaboration strategies employed. The study uses questionnaire data from the U.S. National Survey of Academic Scientists ($n = 1714$) and tests several hypotheses about collaboration numbers and strategies. Regression results indicate, counter to the core hypotheses and almost all published literature, that in a properly specified model, one taking into account such factors as tenure, discipline, family status and doctoral cohort, women actually have somewhat more collaborators on average than do men. For both men and women, those with more industrial interactions and those affiliated with university research centers have more collaborators.

Men and women differ in their collaborator choice strategies. Men are more likely to be oriented to “instrumental,” and “experience” strategies, while both men and women are motivated by “mentoring” strategies. Regression analyses show that for both men and women, having a coherent collaborator choice strategy predicts the number of collaborators.

- **Relations Industrielles/Industrial Relations:**

Doucet, C., Smith, M.R., & Durand, C. (2012). Pay Structure, Female Representation and the Gender Pay Gap among University Professors. *Relations Industrielles/Industrial Relations*, 67(1), 51-75.

In this case study of faculty at a large Canadian research university we examine the extent to which the gender pay gap varies with the formalization of remuneration practices and female representation within units.

We estimate the respective contributions to the gender pay gap of base pay, access to the rank of full professor, access to and amounts of market supplements, and Canada Research Chairs. These remuneration components differ in their degree of formalization. We also examine variations in the gender pay gap across departments with different proportions of females. The use of multilevel analysis allows for the estimation of the respective contributions of individual and institutional determinants of pay.

Mixed support is found for the first hypothesis – that the magnitude of the gap varies with the degree of formalization in remuneration components. The second hypothesis that, all else being equal, the level of female representation in a given context is negatively related to remuneration is supported. Overall, the results are consistent with continuing female pay disadvantage, even in an ostensibly ‘progressive’ institutional context.

- **Work and Occupations:**

Whittington, K.B. (2011). Mothers of Invention? Gender, Motherhood, and New Dimensions of Productivity in the Science Profession. *Work and Occupations*, 38(3), 417-456.

Gender and motherhood dynamics feature prominently in research that examines professional workplace inequities. The rise of patenting as an available form of academic productivity presents a fruitful site to revisit these in the science profession and to compare academic and industrial science contexts. I predict patenting involvement across disciplines, sectors, and time. Contrary to findings regarding publishing, academic mothers suffer a motherhood penalty not experienced by childless women or mothers in industry. Controls for past involvement remove the disparity, and a sex gap in industry. Work/family balance, sector-level incentives, and status expectations may explain these results, providing implications for future research on gender, motherhood, and work.

- **Journal of Sociology:**

Bentley, P. (2012). Gender differences and factors affecting publication productivity among Australian university academics. *Journal of Sociology*, 48(1), 85-103.

This article examines gender differences in publication productivity and factors correlated with high productivity in Australian universities, during the periods 1991–3 and 2005–7. Measured as a weighted sum of books and journal articles, females reported significantly fewer publications than men during both periods. Gender differences appear to have reduced over time, with female publishing increasing from 57 percent of the male average in 1991–3 to 76 percent in 2005–7. Statistical analyses reveal that

women published at similar levels to men of equal rank during both periods, except among Level A staff in 1991–3 where males published significantly more. Academic rank, doctorate qualifications, research time and international research collaboration were the strongest factors positively associated with publication productivity, but women typically reported significantly lower levels on each of these factors. Institutional and family characteristics were comparably poor predictors.

- ***Globalisation, Societies and Education:***

Jöns, H. (2011). Transnational academic mobility and gender. *Globalisation, Societies and Education*, 9(2), 183-209.

This paper examines to what extent the participation of researchers in transnational academic mobility, their experiences and perceived outcomes vary by gender. Based on longitudinal statistics, original survey data and semi-structured interviews with former visiting researchers in Germany, the paper shows that the academic world of female researchers tends to be less international than that of their male colleagues, particularly in the natural sciences. This situation has improved since the 1980s but significant variations remain by source country, subject, career stage and length of stay. The paper argues that the underlying reasons go far beyond direct gender relationships and suggests that conceptualising transnational academic mobility as an integral part of mobilisation processes in Latourian ‘centres of calculation’ underlines the need for making this experience accessible to the widest possible range of researchers.

- ***The ANNALS of the American Academy of Political and Social Science:***

Goulden, M., Mason, M.A., & Frasch, K. (2011). Keeping Women in the Science Pipeline. *The ANNALS of the American Academy of Political and Social Science*, 638(1), 141-162.

Premier science largely depends on the quality of the pool of future scientists. Women now represent a large part of the talent pool in the United States, but many data sources indicate that they are more likely than men to “leak” out of the science pipeline before obtaining tenure at a college or university. The authors’ research examines this issue in detail, drawing on multiple sources, including the Survey of Doctorate Recipients and several original surveys. Their findings show that family formation—most important marriage and childbirth—accounts for the largest leaks in the pipeline from graduate school to the acquisition of tenure for women in the sciences. The authors also find that researchers receive limited benefits when it comes to family responsive policies, such as paid maternity and parental leave, and that young scientists receive the least. Together, federal agencies and universities can make headway in solving this systemic problem.

- ***Brussels Economic Review:***

Müller, J., Castaño, C., González, A., & Palmén, R. (2011). Policy Towards Gender Equality in Science and Research. *Brussels Economic Review*, 54(2-3), 295-316.

The following article summarizes the meta-analysis of policies towards gender equality in science and research across Europe spanning the years 1980 to 2008. Observed overarching trends in the research literature are summarized, including the impact of higher education restructuring on gender equality in science and research and measures for advancing women's science careers. The article closes by stressing three key challenges: first, the integration of gender policy assessment with theories of social

change; second, the gendering of innovation policy; and third, re-addressing the question of power and political struggle in relation to policy.

- ***Equality, Diversity and Inclusion: An International Journal***

Määttä, S., & Lyckhage, E. (2011). The influence of gender in academia: a case study of a university college in Sweden. *Equality, Diversity and Inclusion: An International Journal*, 30(5), 379-393.

Purpose – The aim of this paper is to describe senior lecturers' experiences of and reflections on the influence of gender on their work and career possibilities.

Design/methodology/approach – Eight informants, four female and four male university teachers, representing different schools at a Swedish university college were interviewed. A qualitative content method was used for analysis.

Findings – The findings revealed that the lecturers at the university college had an experience of academic gender neutrality. The findings also pointed to experiences of gendered practice that had been internalized and made normal. It also revealed that the lecturers did not consider or reflect on the gap between experiences of and reflections on gender neutrality and gendered practice.

Research limitations/implications – Even if the number of informants is small, the findings have something important to tell about the gap between gender-neutral academia and practice in academia.

Originality/value – The findings imply that although the Swedish model of equality work has been successful in many ways, a confrontation on the micro-political level is required to achieve a gender equality workplace environment and to increase women's career possibilities.

- ***Work, Employment and Society:***

Seierstad, C., & Healy, G. (2012). Women's equality in the Scandinavian academy: a distant dream?. *Work, Employment and Society*, 26(2), 296-313.

While Scandinavian countries are deemed the most equal in the world, vertical sex segregation remains resilient in the Scandinavian academy. This article investigates women's equality in universities in three Scandinavian countries, Denmark, Norway and Sweden, countries where women's share of professorships is below the EU average. It explores the perception of Swedish, Danish and Norwegian women academics with respect to sex equality, hiring and discrimination. In doing so, it exposes the resilience of inequality regimes in Scandinavian universities and thereby questions the reality of sex equality in countries deemed the 'most equal'. However, the article also finds that Norwegian respondents were less likely to report discrimination and it reflects on the reasons for differences between the Scandinavian countries.

- ***Social Science Research:***

Alon, S., & Gelbgiser, D. (2011). The female advantage in college academic achievements and horizontal sex segregation. *Social Science Research*, 40(1), 107-119.

This study offers a structural explanation for the female advantage in college completion rates, stressing the importance of horizontal sex segregation across fields of study in shaping educational outcomes and gender inequality. Results from a nationally representative sample of students who matriculated at 4-year institutions in 1995 reveal a high level of gender segregation by field of study. Field of study creates the immediate learning environment for the students and between-major differences in academic and social arrangements—such as different grading norms, academic intensity, size and social support—

shape both female and male performance. We find that this variation is a key factor in the creation of the female advantage in grades and graduation likelihood. The simulation we conduct demonstrates that if sex integration were achieved and both groups had the male distribution of majors, the female advantage in graduation likelihood and grades, which remains after socioeconomic and academic factors are netted out, would be substantially reduced.

- ***Sport, Education and Society:***

Evans, J., Davies, B, & Penney, D. (1996). Teachers, Teaching and the Social Construction of Gender Relations. *Sport, Education and Society*, 1(1), 165-184.

This paper centres attention on the study of teaching in Physical Education (PE) and the social construction of gendered identities. Empirically it considers whether the Education Reform Act (ERA) 1988 and the introduction of a National Curriculum Physical Education (NCPE) in England and Wales in 1991 have presaged changes in the way in which teachers teach PE in the direction of an equitable curriculum. Drawing on data from an ongoing study of PE in secondary schools in England and Wales we claim that the noise of education reform and the weight of education legislation of recent years pressing teachers to engage in curriculum change have done very little to alter the way in which PE is taught in schools. Furthermore, we argue that within the subject, the persistence of pedagogical differences between teachers, especially between women and men, ensure that there is considerable 'slippage' between the intentions of ERA and the NCPE, to provide a common, broad and balanced curriculum for all pupils (aged 5-16) and what children and young people experience in schools. Acknowledging that children learn as much from the manner or mode in which PE is taught in schools as they do from the content of the subject, we suggest that the conservatism and uni-dimensional pedagogical activities of some teachers, nurtured and endorsed by the restorationist discourses embedded in UK central government policies on PE and Sport in schools, may be denying children, and boys in particular, the educational experiences that they need and deserve.

Clarke, G. (1998). Queering the Pitch and coming Out to Play: Lesbian in Physical Education and Sport. *Sport, Education and Society*, 32(2), 145-160.

This paper analyses the social construction of heterosexuality and the existence of heterosexism and homophobia within physical education and sport and the impact that they have had on the participation of women and girls in sport. In order to illustrate some of these issues specific attention is directed towards recent research that has explored both the educative and sporting lives of lesbian physical education teachers in England. Further, the paper focuses on those (few) sporting dykes who have dared to come out to play. In so doing reference is made to the lives of 'girl jocks', both in individual and team sports and to those sporting arenas where lesbians have been free(r) to play. The paper concludes by offering strategies to not only reclaim sport but to transform it so that just and equitable participation for all might be realised.

Flintoff, A., & Scraton, S. (2001). Stepping into Active Leisure? Young Women's Perceptions of Active Lifestyles and their Experiences of School Physical Education. *Sport, Education and Society*, 6(1), 5-21.

This paper reports the findings of a qualitative study which aimed to explore young women's perceptions of and attitudes towards involvement in physical activity and physical education (PE). Drawing on group and individual qualitative interviews with 21 15-year-old young women, it explores the nature, purpose and experiences of their physical activity involvement, both in and out of school. It examines how, in both settings, young women make conscious choices about their physical activity

involvement. The data showed that although there were qualitative differences between the individual choices of different girls, many of these were made within a negotiation of gender relations. Contrary to much of the recent concern about girls' 'dropout' from physical activity and a perceived disinterest of young women in physical activity and sport, the young women in this study were involved in a range of physical activities outside of school and defined themselves as active. They also appeared to be positively influenced by contemporary discourses about the health benefits of exercise. This was in contrast to their perceptions of how they were defined within and through PE.

- ***British Journal of Sociology:***

Dillabough, J. (1999). Gender Politics and Conceptions of the Modern Teacher: Women, Identity and Professionalism. *British Journal of Sociology of Education*, 20(3)- 373-394.

The main purpose of this paper is to critique the concepts of 'teacher professionalism' and 'professional identity' as they are currently manifest in the field of teaching and teacher education from two related feminist perspectives. In the first instance, feminist critiques of liberal democracy are drawn upon to expose the gendered assumptions which underlie dominant conceptions of the 'professional' teacher. Particular attention is paid to the now dominant view of the teacher as a rational and instrumental actor, and its gendered dimensions are explored. Second, the gender dualisms which reside at the heart of the concept 'teacher professionalism' are identified and discussed. The discussion is then widened to examine the role of gender politics in shaping the epistemological premises upon which teacher professionalism is developed and its more formative role in the exploitation of women teachers' labours. Drawing upon examples of current feminist research and my own preliminary empirical data, the paper concludes by presenting an alternative conceptual framework for assessing the gendered nature of identity formation in teaching.

- ***European Physical Education Review:***

Chen, Y., & Curtner-Smith, M. (2013). Hegemonic masculinity in sport education: Case studies of experienced in-service teachers with teaching orientations. *European Physical Education Review*, 19(3), 360-380.

Research has revealed that while pre-service teachers (PTs) with coaching orientations reinforce sexism and masculine bias, those with teaching orientations combat and reject it. The purpose of this study was to examine four sport education (SE) seasons taught by two experienced in-service teachers for the presence or absence of sexism and masculine bias. The concept of hegemonic masculinity (HM) served as the theoretical framework. A case study approach was employed. Data were collected through non-participant observations; formal, informal, and stimulated recall interviews; document analysis; and electronic journals. Analysis techniques used were analytic induction and constant comparison. Findings revealed that the in-service teachers were able to combat and reject the effects of HM to a greater extent than teaching-oriented pre-service teachers were shown to do in previous work. The foundations of the teachers' effectiveness were their liberal beliefs about sport and gender, and the teaching orientations. In addition, the teachers were able to provide a relatively equitable experience for girls and smaller, less physically-able boys. This was because these teachers possessed good levels of curricular, pedagogical, content and pedagogical content knowledge, as well as superior knowledge of their pupils.

- **Organization:**

Van den Brink, M., & Benschop, Y. (2012). Gender practices in the construction of academic excellence: Sheep with five legs. *Organization, 19(4)*, 507-524.

Academic excellence is allegedly a universal and gender neutral standard of merit. This article examines exactly what is constructed as academic excellence at the micro-level, how evaluators operationalize this construct in the criteria they apply in academic evaluation, and how gender inequalities are imbued in the construction and evaluation of excellence. We challenge the view that the academic world is governed by the normative principle of meritocracy in its allocation of rewards and resources. Based on an empirical study of professorial appointments in the Netherlands, we argue that academic excellence is an evasive social construct that is inherently gendered. We show how gender is practiced in the evaluation of professorial candidates, resulting in disadvantages for women and privileges for men that accumulate to produce substantial inequalities in the construction of excellence.

- **International Journal of Education Learning and Development:**

Oforiwaa, O., & Afful-Broni, A. (2013). Gender and promotions in higher education: a case study of the University of Education, Winneba, Ghana. *International Journal of Education Learning and Development, 1(2)*, 95-109.

This study focuses on the experiences of faculty members about the systems of promotions at the University of Education, Winneba, Ghana. Eight (8) senior members were interviewed comprising of four (4) female senior lecturers, two (2) male senior lecturers and two (2) senior administrative staff using a semi structured interview guide. Policy documents governing promotions, annual reports and other institutional publications were examined and analyzed as well as disaggregated statistics on promotions for senior members at the University of Education, Winneba. The findings reveal that even though there are no separate criteria for promotions for female senior members of the University, it seems that female faculty faces unparallel challenges more than the males when it comes to promotions, which the respondents attributed to existence of institutional policies/practices that works to disadvantage women. In effect there are variations in the experiences of female and male faculty members regarding promotions in academia. The study recommended that the criteria for promotion should be reviewed to give serious considerations to the weighting of teaching, vis-à-vis research, in promotion, merit increment, and tenure decisions.

- **The Changing Academy-The Changing Academic Profession in International Comparative Perspective:**

Vabø, A., Padilla-González, L.E., Waagene, E., & Næss, T. (2014). Gender and Faculty Internationalization. *The Changing Academy-The Changing Academic Profession in International Comparative Perspective, 10*, 183-205.

This chapter addresses the issue of gender imbalances in the internationalization of higher education and research. In all countries, male academics tend to be generally more involved in international research collaboration and also tend to have more international publications. To some extent such gender disparities can be explained by academic rank and gender disparities

among fields of science. While men more often teach abroad, women seem to be more involved in internationalization at home. We find, however, a correspondence between the gendered modes of internationalization and family-related variables as women academics with full-time working partners and children are less likely to take part in international research collaboration than male academics in similar circumstances.

- ***Higher Education Policy:***

Su, X., & Gaughan, M. (2014). Inclusion of Women Academics into American Universities: Analysis of Women Status Reports. *Higher Education Policy*, 2014, 1-16.

American research universities play an important role in the ongoing campaign to improve the status of women academics. During the last four decades, the practice of producing 'status of women' reports has been widely developed as part of the policy and management repertoire to understand the barriers women academics may face in their institutions. In this study, we attempt to unfold the institutional determinants of producing such reports. The findings suggest that the most important determinant is the existence of a permanent and institutionally sanctioned commission on women at the university level. This type of institutional commitment to matters of women academics proves far more important than the presence of policy entrepreneurs or programme support such as the NSF ADVANCE initiative. The primary policy implication is that universities should invest in and maintain formal institutional structures that focus on the particular needs of women academics.

- ***Gender, Work & Organization:***

Johansson, M., & Śliwa, M. (2014). Gender, Foreignness and Academia: An Intersectional Analysis of the Experiences of Foreign Women Academics in UK Business Schools. *Gender, Work & Organization*, 21(1), 18-36.

This article explores the experiences of a growing but hitherto under-researched category of academics employed within UK higher education: women of non-UK origin. Drawing on an intersectional approach, we examine how gender and foreignness act as dynamic, interrelating categories in producing particular subjectivities in the context of UK business schools. We employ a qualitative methodology based on narrative interviews with 31 foreign women academics. In the analysis, we outline the broader global forces that have shaped their trajectories in choosing the UK as their destination, and the place of gender and foreignness in the participants' narratives of their experience. Our findings point to how the discourse of internationalization conceals intra-categorical differences among non-national staff, further supported by a merit-based system that promotes an individualized view. However, participants' narratives provide examples of how gender and foreignness are mobilized in different ways by different actors — including themselves — in the production of social locations. As such, the paper contributes to critical debates regarding the academic workplace and the changing conditions of UK academia.

- **Gender & Society:**

Hamilton, L. (2014). The Revised MRS. Gender Complementarity at College. *Gender & Society*, 9, 1-29.

Using an ethnographic and longitudinal interview study of college women and in-depth interviews with their parents, I argue that mid-tier flagship universities still push women toward gender complementarity—a gender-traditional model of economic security pairing a career oriented man with a financially dependent woman. Combining multilevel and intersectional theories, I show that the infrastructure and campus peer culture at Midwest University supports this gendered logic of class reproduction, which reflects an affluent, white, and heterosexual femininity. I argue that this logic may only work for a minority of students, and plays a role in reinforcing class inequities among women

- **New Approaches in Educational Research:**

Ion, G. (2014). Understanding the role of organizational factors in shaping the research careers of women academics in higher education. *New approaches in educational research*, 3(2), 59-66.

This paper represents an attempt to make a theoretical contribution to its knowledge base through an analysis of the group factors which contribute to the success of women academics engaged in research within the area of social sciences. The data were obtained through a series of in-depth interviews carried out at public universities in Catalonia, with women academics –all of whom were the heads of research groups recognized by the *Generalitat* [Regional Government] of Catalonia. The findings indicate that research groups provide a supportive and effective environment for female researchers enabling them to develop their academic careers, as measured by such key performance indicators as the number of publications and successful applications for research funding