



RELEVANT PUBLICATIONS 2015

Gaio, G. (2015). Narratives about work and family life among Portuguese Academics. *Gender, Work and Organization*, 22(1), 1-15.

A qualitative study conducted with Portuguese academics of both genders was devised to better understand the interface between work and family life. The academics seemed to position themselves along two different narratives. The first pointed to work and family as complementary, while the second described the subordination of one dimension to the other. The family life cycle, particularly parenthood experiences, illustrates the different narratives. Gender differences were more visible in the case of academics who were parents of young children, with women presenting a diverse set of micro-narratives on motherhood. The findings also showed the need to design less standardized career models.

Pullen, A. & Rhodes, C. (2015). Writing, the feminine and organization. *Gender, Work and Organization*, 22(2), 87-93.

We consider how genre and gender are implicated in academic writing about work organizations, noting that masterful, rational and penetrating masculine forms have long been dominant. The result is the privileging of a masculine style of writing that has come to be seen both as gender neutral and mandatory. This has served both to marginalize women's writing and to disable men's femininity. To subvert and undermine this, we consider the possibilities of a feminine writing of organization that defies rational categorization so as to enable a multitude of affectual voices and texts to cross over from exclusion. This creates a space where feminine writing can be encouraged and published and where issues surrounding the feminine can flourish.

Herman, C. (2015). Rebooting and rerouting: women's articulations of frayed careers in Science, Engineering and Technology Professions. *Gender, Work & Organization*, 22(4), 324-338.

This paper expands on previous work about women's non-linear and frayed careers by examining the experiences of women who have attempted to return to science, engineering and technology (SET) professions in the UK and Republic of Ireland after taking a career break. These women potentially offer an important perspective on gender and career, because of the deep-rooted, gendered associations of science and technology with masculinity. Drawing on qualitative interviews with women SET professionals, the paper identifies three narratives — Rebooting, Rerouting and Retreating — which women use to talk about their careers. Some of these women present themselves as career changers, having often made compromises and trade-offs, while others, who have returned to their substantive professions, focus on continuity in their career narratives. The precarious nature of their careers is also apparent and in some cases leads to opting out or retreating. The paper concludes by exploring how women's scientist and technical identities persist, even among those who had not returned to work, and are drawn on in narratives of return and career change.

Berger, L. & Benschop, Y. (2015). Practising gender when networking: the case of University-Industry innovation projects. *Gender, Work & Organization*, 22(6), 556-578.

This paper gains insight into the role of gender in interpersonal networks, which is largely neglected in research on networking. We do so by exploring the concept of 'practising gender', the spatial-temporal accomplishment of gender practices, when people build, maintain and exit social networks. The paper is based on a study of male-dominated technological collaboration projects between universities and industry. Our analysis of observations of project meetings and interviews with project participants demonstrates how people in real time and space draw from culturally available gender practices in their networking with each other. This practising of gender was found to be done largely unreflexively, sometimes through humour, within allegedly trivial activities such as pouring coffee and socializing as well as in critical activities such as composing the network. The exploration of the practising of gender in relation to culturally available gender practices enabled us to examine how those gender practices are reproduced, stretched or challenged when people network. We show how focussing on the dynamic side of gender allows us to get better insight into how gender inequalities in networks are reproduced or countered on the micro-interactional level.

Ainston, S.J. & Jung, J. (2015). Women academics and research productivity: an international comparison. *Gender and Education*, 27(3), 205-220.

In the prestige economy of higher education, research productivity is highly prized. Previous research indicates, however, a gender gap with respect to research output. This gap is often explained by reference to familial status and responsibilities. In this article, we examine the research productivity gender gap from an international perspective by undertaking a gendered analysis of the Changing Academic Profession Survey. We suggest that family is not, in all cases, operating as a form of negative equity in the prestige economy of higher education. In addition, we argue that an over-reliance on an explanatory framework that positions family-related variables as central to the research

productivity gender gap might well be drawing our attention from significant structural and systemic discriminatory practices within the profession.

Kreissl, K., Striedinger, A., Sauer, B. & Hofbauer, J. (2015). Will gender equality ever fit in? Contested discursive spaces of university reform. *Gender and Education*, 27(3), 221-238.

Similar to other European countries, the introduction of non-academic, especially managerial, criteria in higher education has shaped and altered Austrian universities since over a decade. This paper presents the results of a frame analysis of Austrian higher education debates from 1993 until 2010. It outlines how reforms in higher education were prepared and enhanced by a new policy discourse, with a special focus on the way gender equality is framed in reform debates. Our article describes three core frames: 'from local to global', 'from ivory tower to business' and 'from civil servant to excellence'. We cluster these three frames around imaginations of space that are embedded in the normative foundations of academia, and discuss how this links up with arguments for gender equality. We furthermore propose to analytically separate two conceptions of the university: the 'entrepreneurial' and the 'managerial' university.

Samier, E. (2015). Emirati women's higher educational leadership formation under globalisation: culture, religion, politics and the dialectics of modernisation. *Gender and Education*, 27(3), 239-254.

The United Arab Emirates (UAE) is a small state transitioning from traditional communities into a modern society. This is a complex process: it involves instilling a national identity over tribal structures; modernising and technologising while retaining Islam; ensuring a high level of security while allowing for a liberal and relatively free society; preserving culture while building one of the largest and most multicultural societies, albeit mostly expatriate; and providing one of the safest countries in the Arab world for women. This paper presents an expatriate female academic's position in relation to the emergent literature on the contradictory positioning of women in different Arab cultures. It reviews the literature in the light of anecdotal evidence drawn from the author's doctoral students' experiences as women leaders within the wider socio-cultural context of the UAE and the emergent higher education system that is considered central to its nation-building exercise. The discussion recognises the implications of different contexts for Emirati women moving into leadership positions and calls for further research in the field.

Sánchez-Moreno, M., López-Yañez, J. & Altopiedi, M. (2015). Leadership characteristics and training needs of women and men in charge of Spanish universities. *Gender and Education*, 27(3), 255-272.

This article discusses the results obtained by two consecutive enquiries into the leadership styles and training needs of women and men leading higher education organisations. It compares the findings of the first stage of two studies, based on ad hoc questionnaires responded to by 136 women and 129 men. Results showed only subtle differences between the leadership styles deployed by the two groups. Both groups

viewed organisations as social constructions; they preferred characteristics such as *responsibility, ability to get on well with people, motivation capacity, communication and empathy, capacity to tackle difficult situations, and ethical issues*. Consistent with this both groups identified similar training needs, which included the acquisition of abilities to deal with interpersonal conflicts and the construction of personal criteria to select the best strategy to face every situation. As no significant differences between male and female leaders were found, it is suggested that research into higher education organisations and their management training needs from a gender perspective should focus on the way both men and women managers tackle problems and situations.

Hanh, V. & Brennan, M. (2015). Complexities of Vietnamese femininities: a resource for rethinking women's university leadership practices. *Gender and Education*, 27(3) 273-287.

This paper develops a dialogical encounter between northern-inspired theorisations of gender and Vietnam's historical and cultural differentiation identified through the presence of patriarchy in ancient societies and its popularity in folklore and contemporary politics. The article draws on interviews with 12 senior women from 8 universities in Northern and Southern Vietnam. Three main themes are explored: (1) the Vietnamese woman as 'general of the interior'; (2) the 'woman behind the throne'; and (3) 'behind a woman is another woman'. These themes illustrate the distinctiveness of a historically produced Vietnamese gender order as reflected in current university women's experience. By providing insights into the complex dynamics of Vietnamese women's 'informal power', as evident in both spheres of home and university, the paper presents a discussion of forms of Vietnamese femininity that contributes to re-theorising Connell's concepts of 'hegemonic masculinity and emphasized femininity'.

McNae, R. & Vali, K. (2015). Diverse experience of women leading in higher education: locating networks and agency for leadership within a university context in Papua New Guinea. *Gender and Education*, 27(3), 288-303.

The ways in which women deliberately press back against practices of oppression and demonstrate agency in higher education institutions are highly contextual and culturally bound. The formal and informal networks that women develop and maintain are important elements of generating agency and enhancing women's access to and opportunities for leadership. This article presents a case study from research that explored women's leadership experiences in a higher education context in the Pacific Islands – Papua New Guinea. Situated within a feminist poststructural methodology, the research examined women's experiences of leadership and considered aspects that influenced women's access to formal leadership roles. The findings illustrated that the women faced numerous barriers to formal leadership opportunities. A range of culturally and contextually located approaches supported women to demonstrate agency with regard to their own leadership development and practice. This research highlighted the importance of considering the relationship between networks and agency and the impact of associated cultural and contextual practices within organisations, providing insights into the culturally located complexities of women's leadership in higher education contexts.

O'Connor, P. (2015). Good jobs – but places for women? *Gender of Education*, 27(3), 304-319.

This article is concerned with men and women's experience of elite positions and with the extent to which such positions are seen as places for women, so as to provide an insight into their commitment to continuing in them. Senior management in universities are elite positions in terms of income; those who occupy them are relatively powerful internally, although relatively powerless in relation to the state and the market. Drawing on a purposive study of those at the top three levels (i.e. presidential, vice-presidential, and dean) in public universities, it finds little difference between men and women's perceptions of the advantages/disadvantages of these positions. However, in a context where roughly four-fifths of those in university senior management are men [O'Connor, P. 2014. *Management and Gender in Higher Education*. Manchester: Manchester University Press.], at the level of organisational narratives and at the interactional level, gender differences persist. These differences are reflected in variation in commitment to continuing in senior management positions.

Blackmore, J. & Sawers, N. (2015). Executive power and scaled-up gender subtexts in Australian entrepreneurial universities. *Gender and Education*, 27(3), 320-337.

Deputy Vice Chancellor and Pro Vice Chancellor positions have proliferated in response to the global, corporatised university landscape [Scott, G., S. Bell, H. Coates, and L. Grebennikov. 2010. "Australian Higher Education Leaders in Times of Change: The Role of Pro Vice Chancellor and Deputy Vice Chancellor." *Journal of Higher Education Policy and Management* 32 (4): 401–418]. Senior leadership is the sphere where academic and management identities are negotiated and values around the role of the university are decided. This paper examines the changing and gendered nature of the senior leadership setting and its implications for diversity in and of university leadership. The analysis draws from a three-year empirical study funded by the Australian Research Council on leadership in Australian universities. It focuses on executive leaders in three universities – one which is research-intensive, the second, in a regional site, and the third, university of technology. The article argues that the university landscape and its management systems are being restructured in gendered ways. It utilises the notion of organisational gender subtexts to make explicit how gender works through structural and cultural reform.

O'Meara, K.A. & Stromquist, N.P. (2015). Faculty peer networks: role and relevance in advancing agency and gender equity. *Gender and Education*, 27(3), 338-358.

Organisational efforts to alter gender asymmetries are relatively rare, yet they are taking place in a number of universities. In the USA, sponsored by the National Science Foundation, ADVANCE programmes implement a number of interventions to improve the recruitment, retention, and advancement of women faculty. This study focused on one common intervention, faculty peer networks, and the role they play in gender equity reform. Longitudinal and cross-sectional qualitative data indicate that such peer

networks function as catalysts for women's career agency, and challenge gendered organisational practices. Two key features of the peer networks, their structure and internal dynamics, facilitate these outcomes. At the same time, peer networks are limited by design in promoting structural change and must be implemented in concert with other forms of policy and structural change to be effective mechanisms for gender equity reform.

Loots, S. & Walker, M. (2015). Shaping a gender equality policy in higher education: which human capabilities matter? *Gender and Education*, 27(4), 361-375.

South African institutions still confront gendered inequalities, irrespective of transformative national policies, compounded by the absence of a national gender equality policy for higher education. We therefore explore the potential of the capabilities approach (CA) to inform policy formation and argue for the development of a policy for higher education institutions based on opportunities for valuable functionings as the informational basis for gender equality. Using one university as our case study, data from 38 interviews with female and male students were analysed as part of a longitudinal study on Gender, Empowerment, Agency and Higher Education. The data reveal which opportunities these women and men find important for their personal development and directly and indirectly for gender equality. We conclude by discussing the implications of the data for stimulating public dialogues towards formulating a capabilities-based gender equality policy, as well as reflecting on the broader contributions the CA brings to policy development.

Midkiff, B. (2015). Exploring women faculty's experiences and perceptions in higher education: the effects of feminism? *Gender and Education*, 27(4) 376-392.

This study analyses women faculty's discourse about feminism, themselves, and their professional experiences as scholars in the North American university context. This case study pushes at the boundaries of what we believe we know about 'the gender question' in the academy, opening a discursive space for scholars to examine university policies and practices. Poststructuralist emphasis on the complexity and changing nature of power relations offer a framework that makes sense of the ways in which women are simultaneously affected by power relations and engage in power relations. I use feminist poststructuralist discourse analysis to analyse women's talk about their experiences in order to carve a path for moving beyond the deconstruction of discourse in order to unpack how it marginalises and silences women, even within and to themselves.

Hoskins, K. (2015). Researching female professors: the difficulties of representation, positionality and power in feminist research. *Gender and Education*, 27(4), 393-411.

This article draws on findings from my doctoral research to exemplify some of the difficulties I encountered when interviewing 20 female professors¹ and subsequently

writing about their life histories. In this article, I discuss how I addressed the issues of representing and positioning my participants, and I reflect on the power dynamics present in the research process. The article contends that by drawing on Bourdieu and Wacquant's [*An Invitation to Reflexive Sociology*. Chicago, IL: University of Chicago Press] understanding of reflexivity and feminist interpretations of their work including McNay ["Gender, Habitus and the Field: Pierre Bourdieu and the Limits of Reflexivity." *Theory Culture Society* 16: 95] and Adkins ["Reflexivity Freedom or Habit of Gender?" *Theory Culture Society* 20: 21], valuable research can be produced, despite the difficulties. A related aim of this paper is to reflect back after four years in an academic post on my position as a novice researcher, and some of the associated issues facing doctoral students, particularly the problems with researching upwards.

Wallace J. & Walin, D. (2015). "The voice inside herself": transforming gendered academic identities in educational administration. *Gender and Education*, 27(4), 412-429.

This paper traces the academic identity formation(s) of 10 Canadian female academics whose disciplinary knowledge is in the field of educational administration. We trace the ways in which discourses of gender, institutional power, and other cultural and social influences shaped their sense of themselves as academics in the highly patriarchal domain of the academy as an institution as well as within the discourse(s) of educational administration in faculties of education. In doing so, we discuss the ways in which these women's entry into academia transformed identity possibilities for themselves and others. We conclude that these women share a commitment to rigorous scholarship and to the values of equity and social justice. The way in which they engage with those values in their work and lives has been taken up in the particular institutional and personal circumstances of their academic lives and has been shaped by the effects of normative discourses of gender. The result, individually and cumulatively, has been transformative on the individuals, within the institutions in which they have worked, and on the scholarship of Canadian educational administration.

Sannino, A. & Vainio, J. (2015). Gendered hegemony and its contradictions among Finnish university physicists. *Gender and Education*, 27(4), 505-522.

This article addresses the issue of gender imbalance in Finnish universities in the domain of physics as a historical and dialectical phenomenon. Drawing from the Gramscian notion of hegemony and the activity-theoretical notion of contradiction, this paper analyses gendered hegemonic and contradictory forces steering physicists' careers. This article argues that hegemony is to be seen as a historical and dialectical process rather as a status quo; it introduces methodological tools for analysing the maturity of hegemonic struggles in empirical data and envisions future developments for more gender-balanced academic communities. The empirical analysis of this article is based on interview data with 36 Finnish university physicists. A discourse-analytical framework is utilised to disclose hegemonic and contradictory forces as manifested in the data. This study shows that instances of resistance are present in the activities of the interviewed physicists even though consent to the prevailing hegemonies still persists.

Mattsson, T. (2015). "Good girls": emphasised femininity as cloning culture in academia. *Gender and Education*, 27(6), 685-699.

Gender inequality in academia might be understood as an effect of the belief of a contradiction between woman and science, which make it difficult for women to appropriate the right to author and authorise acts of knowing and thinking in science. In relation to this concern, the aim of this article is to explore how a group of successful women researchers do science and uphold their position as researchers. It is based on evidence from participant observation and qualitative interviews. Theoretical understandings of femininity and cloning culture are used to analyse how the women united as a group that displays a subordinate, heterosexual femininity. Their strategies might be understood as a form of cultural cloning. By expressing a collective emphasised femininity grounded in white, heterosexual, middle-class norms, the women experienced a sameness that rendered them strong as a group and well adapted in academia.

Su, X., Johnson J. & Bozeman, B. (2015). Gender diversity strategy in academic departments: exploring organizational determinants. *Higher Education*, 69(5), 839-858.

Full inclusion of women into the academics remains a daunting challenge in the United States. The situation is particularly acute within science, technology, engineering and mathematics (STEM) fields where the underrepresentation of women and their career disadvantages attract a great deal of attention. Based on a dataset combining a survey of department chairs and their performance indicators, we attempt to investigate organizational determinants of gender diversity strategies in the STEM fields. The findings suggest that academic departments' commitment to a gender diversity strategy is related to their chairs' administrative power and their assessment of current gender diversity status. Moreover, the commitment signals departments' responses to social demands for more female faculty members. Nevertheless, women chairs prove less likely to pursue a gender diversity strategy, and more female faculty members hardly increase the likelihood of adopting such a strategy. The findings require care in interpretation because in cases where there are more women, the perceived need for adding women may be lessened. As such, gender diversity strategy may be compensatory in nature. The present study underscores the need for richer theories about recruitment of women STEM faculty and possibly, modifications in public policy for STEM human resources.

McNeely, B.A. & Patton, L.D. (2015). Self-will, power, and determination: a qualitative study of black women faculty and the role of self-efficacy. *NASPA Journal about Women in Higher Education*, 8(1), 29-46.

In the following study, the authors sought to understand how self-efficacy contributed to the career success of five tenured Black women faculty employed at two predominantly White institutions. Investigating the level of self-efficacy was significant in understanding the behavior, attitudes, and strategies of study participants. The findings suggest that a high level of self-efficacy was engendered among participants and

facilitated perseverance toward their career goals. Specifically, participants relied on lessons and values instilled during their upbringing, their survival during difficult situations, and ability to seek support and resources.

Webber, K.L. & González Canché, M. (2015). Not equal for all: gender and race differences in salary for doctoral degree recipients. *Research in Higher Education, 56*(7), 645-672.

Despite a recent increase in women and racial/ethnic minorities in U.S. postsecondary education, doctoral recipients from these groups report lower salaries than male and majority peers. With a longitudinal sample of approximately 10,000 respondents from the *Survey of Doctorate Recipients*, this study adds to the limited literature examining the effects of discipline, sector of employment, personal traits (e.g., marital status and number of children), and the interaction of gender and race on annual salary over the decade after degree completion, 1999–2008. Multilevel growth models reveal greater gaps in salary for women compared to men across all race/ethnic groups. The greatest rate of return was found for Asian respondents regardless of gender, and minority males had better returns than White male peers conditional on marriage. Implications for career choice, career paths, and the need for policies that address gender and race equity are discussed.

O'Meara, K. (2015). A career with a view: agentic perspectives of women faculty. *The Journal of Higher Education, 86*(3), 331-359.

This study examined how women faculty in one research university enacted agency via perspectives that facilitated their career advancement amidst gendered organizational practices. Archer's (2003) critical realist theory of agency and inner conversations and Acker's (2006) work on gendered organizations guided analysis. Four perspectives adopted by women associate and full professors to achieve their goals are described and analyzed. These four perspectives contributed toward agentic actions, as well as women's satisfaction and well-being. The strengths and the limitations of supporting agentic perspectives as a way to advance gender equity and organizational change are presented.

Xu, Y. (2015). Focusing on women in STEM: a longitudinal examination of gender-based earning gap of college graduates. *The Journal of Higher Education, 86*(4), 489-523.

This study investigates the underrepresentation of women in science, technology, engineering, and mathematics (STEM) occupations from the aspect of earning differentials. Using a national data source that tracked college graduates' work experiences over a ten-year time frame post-bachelor's degree, this study examines longitudinally the gender-based earning gaps of college graduates in STEM fields, and compares the earning differentials between STEM and non-STEM occupations. The findings indicate a significant departure between the earning profiles of men and women within the first ten years of employment. Further, findings indicate that women in STEM occupations experienced multiple earning penalties concurrent with their

growing family obligations. To increase the representation of women in STEM fields, interventions are called for to encourage a family-friendly workplace that is open to and supportive of women managing a home and career. Also, incentives are needed to support women's continuation to graduate education as a means to increase their human capital and to level their earning power.

Broido, E.M., Brown, K.R. Stygles, K.N. & Bronkema, R.H. (2015). Responding to gendered dynamics: experiences of women working over 25 years at one university. *The Journal of Higher Education*, 86(4), 595-627.

In this feminist, constructivist case study we explored how 28 classified, administrative, and faculty women's experiences working at one university for 25–40 years have changed. Participants ranged from 45- to 70-years-old at the time of their interview, with more than half older than 60, and 84% identified as White. Women with extended history of service to a single institution provide a unique lens for examining institutional change and gendered structures as they have, in their longevity, thrived or survived. In this article we explore a subset of the findings focused on how women recognize gendered dynamics within the university, and how women respond to inequitable dynamics. Women's descriptions of the climate include experiences of modern and benevolent forms of sexism in this institution; however, few participants identified these behaviors as sexist. We extend current understandings by documenting modern sexism in higher education and identifying patterns of description and denial of sexism, as well as adaptation and resistance to gendered dynamics. We demonstrate that climate cannot be measured solely by reports of sexual harassment, and explain why sexism is likely to be underreported.

Kyoung, H. & Loya, K.I. (2015). The effect of gender and race intersectionality on student learning outcomes in Engineering. *The Review of Higher Education*, 38(3), 359-396.

Women and underrepresented minorities in traditionally White and male-dominated disciplines tend to report lower learning outcomes than their White peers. Adopting a feminist intersectionality framework, this study looks at the intersections of gender and race to investigate differences in self-assessed learning outcomes in engineering undergraduate education. We found that Black women, Asian men, and men from Other racial/ethnic groups tend to rate their skills lower than their White counterparts. We suggest future research to examine overlooked differences in learning outcomes as well as recruitment and retention strategies for women and men of color.

Winchester, H. & Browning, L. (2015). Gender equality in academia: a critical reflection. *Journal of Higher Education Policy and Management*, 37(3), 269-281.

Gender equality in academia has been monitored in Australia for the past three decades so it is timely to reflect on what progress has been made, what works, and what challenges remain. When data were first published on the gender composition of staff in Australian universities in the mid-1980s women comprised 20 per cent of academic

staff and held 6 per cent of senior positions. Since the early 1990s many Australian universities have had policies in place to remove sex discrimination and initiatives to increase women's representation in academia. Two decades on, women comprise 44 per cent of academic staff and hold 31 per cent of senior positions. How did this happen? What worked? Are there still challenges to be addressed? This paper provides a critical reflection on what has worked, the practical impacts on gender in academia in Australia and what challenges remain for the future.

Johnson, K.A., Warr D.J., Hegarty, K. & Guillemin, M. (2015). Small wins: an initiative to promote gender equity in higher education. *Journal of Higher Education Policy and Management*, 37(6), 689-701.

Gender inequity in leadership and management roles within the higher education sector remains a widespread problem. Researchers have suggested that a multi-pronged method is the preferred approach to reach and maintain gender equity over time. A large university faculty undertook an audit to gauge the level of gender equity on the senior decision-making committees. As a result, a gender equity initiative was launched throughout the faculty. Gender equity was then measured a year later. The results showed some improvements in gender equity on committees at the faculty level and within some of the schools of the faculty. In some schools, gender representation became more unequal. The results highlight the importance of specific gender equity policies that can be translated easily into practice and that have leadership support. This case study shows that a modest gain in gender equity is possible if the appropriate institutional and local supports are available.

Villanueva-Felez, A., Woolley, R. & Cañibano, C. (2015). Nanotechnology researchers' collaboration relationships: a gender analysis of access to scientific information. *Social Studies of Science*, 45(1), 100-129.

Women are underrepresented in science, technology, engineering, and mathematics fields, particularly at higher levels of organizations. This article investigates the impact of this underrepresentation on the processes of interpersonal collaboration in nanotechnology. Analyses are conducted to assess: (1) the comparative tie strength of women's and men's collaborations, (2) whether women and men gain equal access to scientific information through collaborators, (3) which tie characteristics are associated with access to information for women and men, and (4) whether women and men acquire equivalent amounts of information by strengthening ties. Our results show that the overall tie strength is less for women's collaborations and that women acquire less strategic information through collaborators. Women and men rely on different tie characteristics in accessing information, but are equally effective in acquiring additional information resources by strengthening ties. This article demonstrates that the underrepresentation of women in science, technology, engineering, and mathematics has an impact on the interpersonal processes of scientific collaboration, to the disadvantage of women scientists.

McClelland, S. & Holland, K. (2015). You, Me, or Her: Leader's Perceptions of Responsibility for Increasing Gender Diversity in STEM Departments. *Psychology of Women Quarterly*, 39(2), 151-170.

We examined how university leaders described what and who needed to change in order to increase the representation of female faculty in science, technology, engineering, and math (STEM) departments. Thirty-one (28 men and 3 women) STEM departmental chairs and deans at a large, public university participated in semi-structured interviews. Data were examined using both qualitative and quantitative procedures. Analysis focused on participants' descriptions of responsibility for changes related to gender equity. Using the distinction of high versus low responsibility, themes were examined for their qualitative characteristics as well as their frequency. Leaders who exhibited high personal responsibility most frequently saw themselves as needing to change and also named their male colleagues as concurrently responsible for diversity. Conversely, leaders who exhibited low personal responsibility most frequently described female faculty as responsible and described women's attitudes and their "choice" to have a family as obstacles to gender diversity in STEM. We argue that the dimensions of high and low responsibility are useful additions to discussions of leadership, workplace diversity initiatives, and gender equity more broadly. To this end, we provide several methodological tools to examine these subtle, yet essential, aspects of how diversity and change efforts are imagined and discussed.

Peterson, H. (2015). Exit the king. Enter the maid: Changing discourses on gendered management ideals in Swedish Higher Education. *Gender in Management: An International Journal*, 30(5), 343-357.

Purpose

– The aims of this paper are twofold: first, to explore if and how management ideals are gendered within the context of Swedish higher education management and second, to investigate if and how the gendered character of these ideals has been challenged by new managerialism.

Design/methodology/approach

– The paper draws on qualitative semi-structured interviews with 22 women in senior academic management positions (Vice Chancellors, Pro Vice Chancellors, Deans and Pro deans) in ten Swedish higher education institutions. Discourse analysis is used to explore the constructions of the management ideal in the interviews.

Findings

– The paper identifies how the interviewed women managers constructed two different management ideals: one old-fashioned and traditional masculine ideal that was superseded by a feminine ideal that they identified themselves with. The masculine ideal was presented as being replaced by the feminine ideal due to the restructuring of higher education and the reforms in line with new managerialism. However, the feminine ideal was also associated with a number of professional challenges.

Originality/value

– The research study is limited to management in the higher education sector, but the results have general implications as it adds richness to our understanding of the gendered effects of new managerialism. However, the paper builds on a small qualitative study with women only interviews. The paper is therefore to be considered as explorative. More research is needed, especially including men.

O’Grada, A., Ní, C., Linehan, C., Boylan, G. & Connolly, L. (2015). Naming the parts: a case-study of a gender equality initiative with academic women. *Gender in Management: An International Journal*, 30(5), 358-378.

Purpose – This paper aims to seek to contribute to current debates about the effectiveness of different types of gender equality interventions in the academic context. This paper presents an argument for the need to move beyond an individual-structural dichotomy in how such interventions are perceived. **Design/methodology/approach** – The paper draws on an action-research case-study, the Through the Glass Ceiling project, to challenge the idea that “individual”/single-actor interventions serve only to reinforce underlying inequalities by attempting to “fix the women”. **Findings** – It is suggested that actions that support women in their careers have the potential to achieve a degree of transformation at individual, cultural and structural levels when such actions are designed with an understanding of how individuals embody the gendered and gendering social structures and values that are constantly being produced and reproduced within society and academia. The case study highlights the benefits of supporting individuals as gendered actors in gendering institutions and of facilitating the development of critical gender awareness, suggesting that such interventions are most effective when undertaken as part of an integrated institutional equality agenda.

Kemp, L., Angell, L. & McLoughlin, L. (2015). The symbolic meaning of artifacts for the workplace identity of women in academia. *Gender in Management: An International Journal*, 30(5), 358-378.

Purpose

– This paper aims to seek to contribute to current debates about the effectiveness of different types of gender equality interventions in the academic context. This paper presents an argument for the need to move beyond an individual-structural dichotomy in how such interventions are perceived.

Design/methodology/approach

– The paper draws on an action-research case-study, the Through the Glass Ceiling project, to challenge the idea that “individual”/single-actor interventions serve only to reinforce underlying inequalities by attempting to “fix the women”.

Findings

– It is suggested that actions that support women in their careers have the potential to achieve a degree of transformation at individual, cultural and structural levels when such actions are designed with an understanding of how individuals embody the

gendered and gendering social structures and values that are constantly being produced and reproduced within society and academia. The case study highlights the benefits of supporting individuals as gendered actors in gendering institutions and of facilitating the development of critical gender awareness, suggesting that such interventions are most effective when undertaken as part of an integrated institutional equality agenda.

Originality/value

– By calling attention to the ongoing mutual construction of actors and practices in organizations, this paper seeks to make both a conceptual contribution to how we understand the (re)production and potential transformation of gender relations in academia and to influence wider policy dialogues on diversity at work.

Marcia, B. (2015). Succumbing, surviving, succeeding? Women managers in academia. *Gender in Management: An International Journal*, 30(5), 397-413.

Purpose

– The purpose of this paper is to address an under-explored and under-theorised aspect of gender work in UK academia in that it looks at the professional lives of middle and senior women managers and leaders who are responsible for initial teacher training in their institutions. As Maguire (2002) and Murray (2002, 2006) point out, within academia, teacher trainers occupy a particularly under-researched space despite some recent interest (Korthagen and Vasalos, 2005; Thompson, 2007).

Design/methodology/approach

– This research draws on a larger study which explored how 22 middle and senior managers and leaders in ten institutions in England try to come to terms with carrying out their roles in the education marketplace. In-depth semi-structured interviews were carried out with these women and data were also collected from field notes from participant observation undertaken at three of the institutions.

Findings

– Whereas some women are moving into positions of authority in the education marketplace, some existing women managers are being marginalised within new internally differentiated layers of managerial structures. Simultaneously, many women who manage teacher training are engaged in a struggle for survival individually and professionally. Those who succeed have managed to re-invent themselves to endorse neo-liberal discourses.

Originality/value

– Original empirical research which sheds new light on previous discourses related to women managers in neo-liberal academia.

Ridgway, K., Martínez, L., Ruggs, E., Rinehart, J. & Hebl, M. (2015). Policies that make a difference: bridging the gender equity and work-family gap in academia. *Gender in Management: An International Journal*, 30(5), 414-426.

Purpose

– This paper aims to highlight interventions that promote female (and male) faculty’s ability to balance work-family issues at a specific academic institution, in response to a demand in the literature that examines the intersection between research and implementation of organizational policies within a university setting.

Design/methodology/approach

– Using a case study framework, the researchers present qualitative experiences and quantitative data to evaluate the successful application of a work-family balance and organizational climate improvement initiative within an academic setting.

Findings

– By highlighting specific examples of work-family and climate initiatives at the individual, organization, and community levels, this case study presents several ways in which academic institutions specifically, and organizations generally, can implement policies that make a difference.

Practical implications

– Successful implementation of work-family balance and family-friendly organizational policies can positively impact employees.

Originality/value

– Our goal is to highlight and provide data showing a specific example of how female (and male) faculty members’ experiences can be (and have been) improved in a prototype institution.