

## REPORTS

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**Observations of Gender Equality in A Selection of the Swedish Research Council's Evaluation Panels.** The Swedish Research Council reports on an ethnographic study of gender biases in grant application evaluation:

[http://www.vr.se/download/18.49e6aaba13ef4cb9623a7d/1371540667559/Rapport+I%C3%A4mst%C3%A4ldhetsobservationer\\_130614\\_FINAL.pdf](http://www.vr.se/download/18.49e6aaba13ef4cb9623a7d/1371540667559/Rapport+I%C3%A4mst%C3%A4ldhetsobservationer_130614_FINAL.pdf)

## RESEARCH ARTICLES

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**1. Underrepresentation of Women in the Academic Profession: A Comparative Analysis of the North American Region.** 2013. Metcalfe, A.S. & Gonzalez, L.P. *NASPA Journal About Women in Higher Education* 6, 1: 1-21.

“The present study addresses women’s underrepresentation in the academic profession, as well as the need for policies and practices aimed at this issue. It compares underrepresentation of academic women in North American countries, and explores, throughout a bivariate analysis, personal, professional, as well as institutional variables related to this phenomenon. The results of the study, corroborated with national-level data on faculty in the focal countries, showed that the underrepresentation of full-time university faculty, in relation to the percentage of women who earned a PhD, was evident in the participating countries, regardless of the level of development of their economies, as well as of their higher education systems. The study shows that the select few women who remain in the system long enough to secure a tenure-track appointment are not only educational survivors, but also characteristically different from both the men and the women in their peer groups.”

<http://www.degruyter.com/view/j/njawhe.2013.6.issue-1/njawhe-2013-0002/njawhe-2013-0002.xml?format=INT>

**2. A Woman With A Plan: Recognizing Competencies for Ascent to Administration in Higher Education.** 2013. Turner, P.K. et al. *NASPA Journal About Women in Higher Education* 6, 1: 22-47.

“Despite progress, women are still disproportionately underrepresented in leadership positions in higher education. Women must contend with a glass ceiling, which we argue is constituted by discourses of impossibility and femininity. These discourses discourage women from recognizing their qualifications, continuing to develop skills, and making a plan that would position them to obtain leadership positions in colleges and universities. Although the problem has been articulated before, little practical information is offered to help women navigate it. To rectify this, we identify and outline competencies needed for advancement in higher education and suggest strategies for recognizing, tracking, and developing relevant skills. Aspiring women leaders need an understanding of the problems that keep them from advancing, an awareness of the competencies needed for administration, practical tactics for acquiring such proficiencies, and a sense that their goals are attainable. In sum, they need a plan.”

<http://www.degruyter.com/view/j/njawhe.2013.6.issue-1/njawhe-2013-0003/njawhe-2013-0003.xml?format=INT>

**3. Women Faculty at Risk: U.S. Professors Report on their Experiences with Student Incivility, Bullying, Aggression, and Sexual Attention.** 2012. Lampman, C. *NASPA Journal About Women in Higher Education* 5, 2: 184-208.

“In this study of a random sample of 524 professors (47% women, 83% White) from 100 colleges and universities across the United States, 91% reported at least one act of student incivility/bullying, 25% experienced at least one sexual behavior from a student, and 1–2% said a student had used or threatened them with violence in the past year. Women, minorities, younger faculty, and those with less experience and credentials reported more incivility/bullying from students. More women (63.3%) than men (50.2%) reported a serious incident of student incivility, bullying, aggression or sexual attention during their careers. Discussion includes recommendations for faculty and administrators concerning reporting, preventing, and handling such experiences.”

<http://www.degruyter.com/view/j/njawhe.2012.5.issue-2/1940-7890.1108/1940-7890.1108.xml?format=INT>

**4. “I couldn’t wait to leave the toxic environment”: A Mixed Methods Study of Women Faculty Satisfaction and Departure From One Research Institution.** 2012. Gardner, S.K. *NASPA Journal About Women in Higher Education* 5, 1: 71-95.

“A mixed methods analysis of women faculty departure at one research institution was conducted using Hagedorn’s model of faculty job satisfaction. Findings from an institution-wide survey and interviews with women faculty who had left the institution resulted in several themes: (a) a lack of resources to support faculty work, (b) a lack of consistent and quality leadership, (c) a lack of work–life balance policies and an environment to support them, and (d) overall negative institutional and departmental environments. These findings are discussed in relation to Hagedorn’s model as are implications for policy, practice, and future research.”

<http://www.degruyter.com/view/j/njawhe.2012.5.issue-1/1940-7890.1079/1940-7890.1079.xml?format=INT>

## RECENT BOOKS

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***Empowering Women in Higher Education and Student Affairs: Theory, Research, Narratives, and Practice from Feminist Perspectives.*** 2011. Pasque, P.A. & Nicholson, S.E., Eds. Stylus Publishing.

“How do we interrupt the current paradigms of sexism in the academy? How do we construct a new and inclusive gender paradigm that resists the dominant values of the patriarchy? And why are these agendas important not just for women, but for higher education as a whole? These are the questions that these extensive and rich analyses of the historical and contemporary roles of women in higher education— as administrators, faculty, students, and student affairs professionals—seek constructively to answer. In doing so they address the intersection of gender and women’s other social identities, such as of race, ethnicity, sexual orientation, class, and ability. This book addresses the experiences and position of women students, from application to college through graduate school, and the barriers they encounter; the continuing inequalities in the rates of promotion and progression of women and other marginalized groups to positions of authority, and the gap in earnings between men and women; and pays particular attention to how race and other social markers impact such disparities, contextualizing them across all institutional types. Written collaboratively by an intergenerational group of women, men, and transgender people with different social identities, feminist perspectives, and professional identities—and who, in the process, built upon each other’s work—this volume constitutes a call to educators and scholars to work toward centering feminist and other marginalized perspectives in their practice and research in order to equitably address the evolving complexities of college and university life.”

Source: <http://stylus.styluspub.com/Books/BookDetail.aspx?productID=205835>