

SPECIAL ISSUE – CALL FOR PAPERS

WOMEN AND LEADERSHIP IN HIGHER EDUCATION LEARNING AND TEACHING

For publication into the [Journal of University Teaching and Learning Practice](#).

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Background

There is a changing landscape of academic leadership that have a much greater emphasis on flexibility, agility, innovation, and team-based structures. More broadly, leadership in higher education is moving towards models that focus on building capacity, as well as shared and distributed leadership. However, a recent review of the literature indicates there is a gender disparity in the academic leadership environment (Allen et al., 2021). For example, only 28% of vice chancellors in Australia are women (Butler-Henderson, Percy and Kelder, 2021). Further, there is a trend for women to occupy leadership roles related to teaching and learning or engagement, compared to research and development or administration, or to engage in internal leadership roles compared to men, who are more likely to engage in industry engagement leadership roles (Allen et al., 2021). The proportion of women awarded nationally competitive research funding is also disproportionate (ARC, 2020; Oliveria et al., 2019), which leads to fewer scholarly outputs (such as journal articles or conference presentations). Further, the intersection between gender and race, culture, religion, and/or age present further barriers for women to leadership opportunities and success (Abalkhail, 2017; Bagguley & Hussain, 2014; Davis & Maldonado, 2015). This special issue will examine the leadership challenges and opportunities for women in learning and teaching in higher education.

Some possible topics relevant to learning and teaching could include, but are not limited to:

- Leadership challenges and opportunities for women
- Supervision and mentorship
- Strategies to advance leadership career progression
- Strategic institutional responses to address imbalance
- Sustaining research leadership for women
- Personal qualities in women for leadership roles
- Intersectionality and leadership

Types of publications accepted into this Special Issue

The types of publications that are eligible for acceptance into this Special Issue include:

- Empirical research findings
- Review articles
- Commentary
- Case studies

Developing a high-quality proposal

We recommend the creation of a single document (Word document preferably) that contains the following:

- Proposed article title
- Proposed authors names and affiliations
- A clear evidence-based rationale for the line of inquiry proposed
- Research question(s)
- Proposed method (for both theoretical and empirical manuscripts)
- Practice-based implications of the proposed research

The word limit for the proposal is 250 words (not including references) and is designed to give the Editorial Team a sense of the rigour of the manuscript proposed and the possible implications of such research. The Editorial Team may return with an invitation to combine similar manuscripts. Acceptance of proposals does not guarantee acceptance of final manuscripts.

Timeline

- Proposals due: 23 July 2021
- Acceptance notifications: 6 August 2021
- Full articles due: 30 November 2021
- Final revised articles due: 1 February 2022
- Final publication: 8 March 2022 (International Women's Day 2022)

For further information, or to submit an abstract, please email Professor Angela Carbone (ange.carbone@rmit.edu.au) or professor Kerrynt Butler-Henderson (kerryn.butler-henderson@rmit.edu.au).

References

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