Gender Equity and Academic Progression

Message from the Guest Editor

Gender inequity in academic progression is a well-established and well-acknowledged problem, with many well-intentioned strategic plans to help address it. However, the rate of progress is painstakingly slow.

When a woman expresses desire for the title of Professor, she is seeking a nebulous form of power in the form of recognition and respect for expert knowledge. That panel of “experts” will invariably look the same, and the message she will receive without anyone having said a word is that ‘you will not have knowledge considered expert or worthy publicly; pats on the back are the best it will get, be grateful for your breadcrumbs’.

If you have something to say about this, and would like to lend your expertise and experience to this issue, I welcome your voice—every one counts.